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The purpose of the study was to develop a set of guidelines for the implementation of the Vocational Education Act of 1963 as applicable to the stenographic area in business and office education at the secondary school level in the state of Ohio. Part One presents the history and present status of government-supported vocational business education and the forces affecting the demand for this program. Part Two gives the nature, philosophy, and functions of the high school vocational stenographic program. Part Three gives the content of the high school vocational stenographic program which includes three plans: (1) 15 hours of instruction per week for 2 years in the 11th and 12th grades, (2) 18 hours and 45 minutes per week for 2 years, and (3) 22 hours and 30 minutes per week for 2 years. Each unit of instruction includes an introduction, time allotment, objectives and suggested content (course outlines). Some units covered are: (1) typewriting skill, (2) transcription skill, (3) filing, (4) mathematical skills, (5) business machines, (6) duplicating processes, (7) the American business and economic system, (8) bookkeeping, (9) legal terminology, (10) human relations, (11) proper grooming, (12) self-improvement, and (13) upgrading stenographic knowldeges. (PS)

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THE HIGH SCHOOL VOCATIONAL STENOGRAPHIC PROGRAM

(Tentative Report)

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HIGH SCHOOL VOCATIONAL STENOGRAPHIC CURRICULUM WORKSHOP

June 14--July 2, 1965

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PART I. THE PROBLEM

Introduction

The History and Present Status of Government-Supported Vocational Business Education

Government-supported vocational education began with the Morrill Act of 1862 which established land-grant colleges. The Smith-Hughes Act of 1917 provided funds for the promotion of vocational education in agriculture, trade and industrial education, and home economics.

With the passage of the George-Deen Act of 1936, Federal funds were authorized for distributive education. This was the first time that training in the business area was given Federal support. Larger funds were approved for this area through the passage of the George-Barden Act in 1946.

The Area Redevelopment Act, passed in 1961, and the Manpower Development and Training Act of 1962 both provide funds for training in business and office education for the unemployed and underemployed persons. These programs are subsidized entirely by the Federal Government. However, business and office education was not written into any legislation for Federal support until the approval of the Vocational Education Act of 1963, otherwise known as H.R. 4955 (Perkins Bill). This is now Part A of Public Law 88-210.

Through the work of the National Business Education Association, (NBEA), the words business and office occupations were specifically included in the definition of vocational education as recorded in the Congressional Record--Senate, December 13, 1963, which follows:

> (1) The term 'vocational education' means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a State board or local educational agency, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations (including any program designed to fit individuals for gainful employment in business and office occupations, and any program designed to fit individuals for gainful employment which may be assisted by Federal funds under the Vocational Education Act of 1946 and supplementary vocational education acts, but excluding any program to fit individuals for employment in occupations which the Commissioner determines, and specifies in regulations, to be generally considered professional or as requiring a baccalaureate or higher degree....[1]

(See footnotes at end of Part I)

The law specifically designates the State board for vocational education as the sole agency for the administration of the State plan for use of funds provided. In Section 1 of the law, the general statement of purpose indicates that these funds are to assist the states in maintaining, extending, and improving existing programs of vocational education and in developing new programs of vocational education.

The Forces Affecting the Demand for High School Vocational Stenographic Education

Educational Revolution. The United States is presently in the midst of an educational revolution that is as significant as any of the other great revolutions which it has experienced. There is a growing awareness of the inadequacy of the traditional high school programs as more general education is being demanded for purely personal, social, and cultural reasons and as higher levels of general and vocational education are being required for most occupations and professions.

Along with the demand for more education, emphasis is being placed on a higher quality of education at all levels. In the area of business and office education, there is a demand for higher quality job preparation for entry-level positions since the more routine jobs are being eliminated by automation.

Population and Employment Trends. The population of the United States is continuing to grow at the rate which began in the 1950's. A population of 208 million has been predicted by 1970. Several factors contribute to our increasing population. The Bureau of the Census tells us that more than 40 million babies will be born during the 1960's. The life span is getting longer, and the death rate is decreasing.

Because modern technology has eliminated many unskilled jobs, the trend in employment is toward positions requiring a higher level of skill. Many children of blue-collar workers are obtaining the education necessary for white-collar positions.[2]

The labor force has continued to grow not only because of the larger population but also because more women are entering the labor force and are working for a longer time. Many women are returning to the labor force when their children reach school age. By 1970, it has been estimated that nearly one-half of all women aged 35 to 65 will be in the labor force. Also, a large number of married women hold part-time jobs. The Report of the President's Commission on the Status of Women tells us that "Many of these women, nearly a third, work part time; three-fifths of all part-time work is done by married women."[3] The Report says, further, that of all working women "the largest concentration--7 million--is in the clerical field."[4] The Occupational Outlook Handbook reports that "in 1960, almost 2 million persons were employed in occupations which required stenographic skills. More than 95 per cent of these workers--usually designated as stenographers or secretaries--were women."[5]

The Changing Nature of the Business and Economic System. The American business and economic system has been experiencing revolutionary changes in recent years. Some of the more significant developments which have taken place during the post-war period are: (1) The Federal Government is becoming the largest business organization in the world and is taking a more active role in regulating business; (2) The general public has come to regard business as a social institution and the making of a profit as unfair; (3) Our standard of living has improved because of research and new products; (4) Owner-managers are being replaced by professional managers; (5) Better management-labor relations are being brought about by human relations programs; (6) Automation is making possible even higher levels of productivity.

Automation. The introduction of automation into the business office has resulted in tremendous changes in the qualifications and functions of office workers.

There appears to be rather general agreement among businessmen and educators that automation is eliminating and will continue to eliminate the more menial and routine jobs while creating new ones which will demand a number of high-level skills and abilities.

Automation has played a significant role in upgrading the level of skills needed in business and office occupations. This upgrading has increased the population's thirst for knowledge and skills so that they will be able to meet the demands of the modern business office.

The changes in educational requirements for jobs in business will be primarily concerned with helping students to increase their ability to communicate effectively, to solve complex problems, to exercise sound judgment, to think logically and creatively, to accept changes and make adjustments, and to work effectively with fellow employees.

Statement of the Problem

The problem was a study of the high school vocational stenographic program. More specifically, it was concerned with the development of guidelines to be used in the establishment of high school vocational stenographic programs in the State of Ohio. ✓

Definition of Terms

Stenographer. The stenographer takes dictation and transcribes or transcribes from a sound-producing machine. The stenographer may also perform other functions such as typing, answering the telephone, operating various types of office machines, serving as receptionist, and handling routine correspondence and related clerical duties.

Vocational Stenographic Program. The vocational stenographic program is a two-year program in the eleventh and twelfth grades which is designed so that students may develop a high level of stenographic skill, gain a general understanding of the operation of the American business and economic system, and acquire a thorough understanding of proper personal conduct for the business office. The primary purpose of the program is the preparation of students for entry-level stenographic positions.

Plans for Intensive Pre-employment and or In-school Secondary Business and Office Education. The Ohio State Plan for Business and Office Education makes provision for three plans for each of the areas of business and office education. The plans for intensive pre-employment and or in-school secondary business and office education are called Plans IV, V, and VI. The breadth and depth of instruction provided under these Plans vary because of the different amount of time stipulated for each Plan.

Plan IV. Plan IV requires 1,080 clock hours of business and office education courses in sequence or in combination. Fifteen clock hours of instruction are required per week for two years in the eleventh and twelfth grades. Under this Plan there should be a one-half day block of time in order to provide flexibility for teacher planning and preparation. Two one-year courses in business and office education are required as prerequisites for Plan IV. Typical ninth and tenth grade prerequisites are General Business, Typing I, Business Math, and Bookkeeping I.

Plan V. Plan V requires 1,350 clock hours of business and office education courses in sequence or in combination. Eighteen and three-fourths clock hours of instruction are required per week for two years in the eleventh and twelfth grades. Under this plan no business and office education prerequisites are required.

Plan VI. Plan VI requires 1,620 clock hours of business and office education courses in sequence or in combination. Plan VI requires twenty-two and one-half clock hours of instruction per week for two years in the eleventh and twelfth grades. Under this plan no business and office education prerequisites are required.

Entry-level Stenographic Positions. Entry-level stenographic positions are positions which require the minimum level of preparation for satisfactory job performance.

Guidelines for Vocational Stenographic Program. Guidelines are the directing and governing statements relative to the nature, philosophy, functions, and content of the high school vocational stenographic program.

Purposes of the Study

The general purpose of the study was to improve high school vocational stenographic education in the State of Ohio. The explicit purpose of the study was to develop a set of guidelines for the implementation of the Vocational Education Act of 1963 as applicable to the stenographic area in business and office education in the State of Ohio.

PART II. THE NATURE, PHILOSOPHY, AND FUNCTIONS OF THE HIGH SCHOOL VOCATIONAL STENOGRAPHIC PROGRAM

The Nature and Philosophy of the High School Vocational Stenographic Program

The Nature of the High School Vocational Stenographic Program

The high school vocational stenographic program is a two-year program offered in the eleventh and twelfth grades which is designed to prepare students for entry-level positions.

The program is offered on an in-school basis, starting in the eleventh grade, and is directed toward those who need depth training in the stenographic area and who cannot participate or are not ready to be employed in a cooperative program.

The high school vocational stenographic program consists of three plans--Plans IV, V, and VI. Plans IV, V, and VI require 1,080, 1,350, and 1,620 clock hours respectively in business and office education courses. The breadth and depth of the instruction for entry-level stenographic positions vary amongst the plans.

Functions of the High School Vocational Stenographic Program

There are two functions of the high school vocational stenographic program as provided for under Plans IV, V, and VI of the 1964 State Plan for Business and Office Education in Ohio. The first function is that of preparation for entry-level stenographic positions, and the second function is providing background preparation for further study of business and office education.

The function of preparation for entry-level stenographic positions is primarily concerned with helping students develop a level of competency which will enable them to satisfactorily perform the duties required for entry-level stenographic positions.

While the primary function of the high school vocational stenographic program is preparation for entry-level stenographic positions, some students may continue their education after graduation from high school instead of seeking employment in a stenographic postion. For those students who desire to continue their education, the stenographic program will serve as background preparation for further study of business and office education.

Development of the Intensive High School Vocational Stenographic Program

The intensive high school vocational stenographic program combines the traditional stenographic and secretarial programs offered at the high school level and prepares students for entry-level stenographic positions upon graduation from high school. The high school vocational stenographic program is an intensive, concentrated program which provides both depth and breadth of training.

The State Plan for Business and Office Education in Ohio outlines three plans (Plans IV, V, and VI) under the stenographic program. The intensity of the stenographic training depends on the plan that is followed since the plans vary in length from 1,080 to 1,620 clock hours.

Alignment of Stenographic Career Objectives with the High School Vocational Stenographic Program

Students who enter the vocational stenographic program have indicated a desire to pursue an intensive program of preparation for initial employment in this field. Some of their specific objectives are:

1. To develop stenographic knowledges, skills, and personal traits necessary for an entry-level stenographic position.
2. To develop work habits essential for sustained, quality performance required for success in entry-level stenographic positions.
3. To develop a background in the stenographic area which will serve as preparation for further study in business and office education.
4. To develop a background in the stenographic area which, with experience and training, will provide opportunities for promotion and advancement.

The vocational stenographic program (Plans IV, V, and VI) is designed to meet the career objectives of the students. The depth and breadth of the stenographic training will differ in each plan, but the basic purpose remains the same. Completion of one of the three plans will give the student the opportunity to acquire the knowledge and skills necessary to meet his career objective.

The Function of Preparation for Entry-level Stenographic Positions

The Need for Preparation for Entry-level Stenographic Positions

There is an urgent need for preparation for entry-level stenographic positions because of the changing occupational patterns and the level of education attained by our youth population. Presently, approximately 64 per cent of all youth receive a high school diploma and about 15 per cent are getting a college degree out of the approximately 30 per cent of the youth of college age who actually enter college.[6] It is estimated that in 1970 there will be 2.7 million high school graduates where there are presently about 1.7 million high school graduates. This represents an increase of 59 per cent.[7]

Even though 40 per cent of all workers today are employed in some type of office, sales, or other related business occupations,[8] business is already noting an extreme scarcity (especially in the secretarial area) of intelligent, competent young people who are willing to accept the growing number of technical positions. The United States Department of Labor has pointed out repeatedly, as have many educators, that future employment will be limited for unskilled labor. Wanous also quotes the Wall Street Journal stating that the shortage of stenographers and secretaries is one of the most serious manpower problems faced by American business today.[9]

Nearly half of the labor force growth during the 1960's will be comprised of individuals who are under 25 years of age.[10] The total labor force in the United States will increase by 20 per cent over the present number by 1970.[11] From previous studies made recently by the Editors of the 1964 National Business Education Yearbook, it has been concluded that:

1. There will be an increase in stenographic and secretarial positions during the next decade.
2. There will be a significant increase in the number of young people entering the labor market during the same period of time.
3. A substantial number of young people do not now and will not graduate from high school in the immediate future. Further, an even greater number do not and will not now or in the immediate future enroll in a college program.[12]

These statements indicate that there is definitely an immediate and continuing need to develop high school vocational stenographic programs designed to prepare students for entry-level stenographic positions.

The Objectives of Preparation for Entry-level Stenographic Positions

The objectives of preparation for entry-level stenographic positions are:

1. To provide in-depth training in stenographic skills such as typewriting, transcription, and filing.
2. To develop a mastery of grammar, spelling, and punctuation.
3. To develop the ability to communicate orally and in writing.
4. To develop a general understanding of the American business and economic system.

5. To develop an understanding of the proper personal conduct and appearance for the business office.

6. To develop an understanding of responsibility, dependability, enthusiasm, initiative, resourcefulness, interest, and loyalty as they are related to stenographic duties.

7. To develop an understanding of the level of efficiency required for the successful performance of stenographic duties.

8. To develop an understanding of effective human relations.

9. To develop an understanding of how to adapt to changing work situations.

10. To develop an understanding of the necessity for constantly upgrading stenographic knowledges, skills, and competencies.

Upgrading Preparation for Entry-level Stenographic Positions

The changing patterns of job opportunities for high school graduates, the increasing demands for higher levels of stenographic skills, and the rising levels of social and personal competencies required in the business office demand a constant upgrading of the high school preparation for entry-level stenographic positions. Recent economic developments and technological advancements have forced business leaders to become more aware of the related skills, competencies, and knowledges which an efficient stenographer should possess.

The high school vocational stenographic program has been designed in such a way that students may develop a high level of skill in such subjects as shorthand and typing and may also spend a considerable amount of time on the related skills, knowledges, and competencies necessary for becoming an efficient stenographer. By providing a larger block of time for the study of stenography than was possible under the traditional high school stenographic program, it will be possible for students to acquire depth training in transcription skills, to gain a better understanding of the operation of the American business and economic system, and to develop those personal qualities and attributes necessary for the successful performance of the stenographic duties.

The Effect of Automation on Preparation for Entry-level Stenographic Positions

Automation has created a need for workers with a broad general education background as well as a higher level of skills. Even though the day-to-day activities of the stenographer may not be directly affected by automation, the stenographer should have an understanding of the role of auotmation and its possible effects on the performance of stenographic duties.

The high school vocational stenographic program which prepares students for entry-level positions should be concerned with the broad stenographic area instead of menial, routine tasks which will be modified or eliminated by automation.

Relationship to the Cooperative Office Education Program

Students in the vocational stenographic program may transfer to the cooperative office education program at the beginning of the twelfth grade. The stenographic students who transfer from the vocational stenographic program to the cooperative office education program in the twelfth grade should have developed their stenographic skills to a high level. They should also be pleasant and presentable and be mature enough to meet the demands of both school and job.

The Relationship to Community and Business

The preparation for entry level stenographic positions should bear a close relationship to the community and business because of the changing nature of business and office occupations. Periodic vocational education surveys should be conducted in order to determine the kinds of jobs and office positions available and the kind and level of preparation which they require. While the high school vocational stenographic program should not be designed exclusively for the preparation of students for local stenographic positions, it should be designed in such a way that students will be able to satisfy the minimum requirements for local entry-level stenographic positions.

The Function of Preparation for Further Study of Business and Office Education

The Nature of the Function of Preparation for Further Study of Business and Office Education

The vocational stenographic program is intended primarily to prepare stenographers for entry-level positions. However, some students may wish to continue their education in a post-secondary vocational school, a business college, a junior college, or a four-year college or university. The vocational stenographic program will also provide them with the skills, knowledges, and competencies necessary for further study of business and office education. Because of the changing nature of business and office education and because of the continuous upgrading of the level of preparation required for business and office occupations, it will be necessary for those students who accept an entry-level position immediately after graduation from high school to use their initial preparation in the stenographic area as background preparation for further study.

The Changing Nature of Business and Office Education

Because of the modern technological advances which are constantly taking place, the subject matter and skills taught in business and office education must be dynamic. The student needs a broad, general background which will enable him to adjust to changes which cannot be predicted. John C. Roman, Supervisor of Business Education for the Cincinnati Schools, says, "The primary task, then, is to prepare students for life in a changing world in which it is impossible to predict with any degree of accuracy what the world will be like when they are adults."[13] He says, further, that, "It will become increasingly important to emphasize broad understanding in the vocational subjects rather than drill students into practices that will be outmoded by the time they are ready to enter their occupation."[14]

Upgrading the Level of Preparation for Business and Office Occupations

Machines have taken over the routine, repetitive work formerly handled by unskilled or semiskilled workers. Therefore, high school business education departments have found it necessary to upgrade the level of preparation of students to meet the higher standards of entry-level positions and to fill new positions created by automation. Norman F. Kallaus says, "Revisions in certain business education courses will be essential. In some cases, this should mean the teacher's withdrawal from the 'subject-matter mastery' philosophy and his movement toward a belief in the need for the development of a student's ability to analyze, to note relationships, to reason logically--in short, to think."[15]

FOOTNOTES FOR PART I

[1] *Congressional Record--Senate*, December 13, 1963, Part A, Section 8, p. 23300.

[2] Blackstone, Bruce I., "Changing Manpower Needs for Office Positions," *Secretarial Education With a Future*, The American Business Education Yearbook, Somerset Press, Somerset, New Jersey, 1962, p. 30.

[3] *American Women*, Report of the President's Commission on the Status of Women, U. S. Government Printing Office, Washington, 1963, p. 27.

[4] *Ibid.*, p. 28.

[5] U. S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, Bulletin No. 1375, U. S. Government Printing Office, Washington, 1963-64 Edition, p. 269.

[6] Crank, Doris H., and Crank, Frank L., "Desirable Outcomes of Education for Business at All Levels," *New Perspectives in Education for Business*, National Business Education Yearbook, National Business Education Association, Washington, 1963, p. 22.

[7] *Ibid.*

[8] *Ibid.*, p. 26.

[9] Wanous, S. J., "Let's Break the 'Egghead' Stranglehold on Business Education," *The Balance Sheet*, 42:104, November, 1960.

[10] Crank, Doris H., and Crank, Frank L., *op. cit.*, p. 26.

[11] *Ibid.*

[12] Cook, Fred S., "Desired Outcomes in the Development of Vocational Competence," *New Perspectives in Education for Business*, National Business Education Yearbook, National Business Education Association, Washington, 1963, p. 67.

[13] Roman, John C., "Automation's Challenge to Business Education," *Business Education World*, 42:21, November, 1961.

[14] *Ibid.*

[15] Kallaus, Norman F., "Automation and Business Education: Problems, Progress, Predictions," *Business Education World*, 42:11, June, 1962.

PART III. THE CONTENT OF THE HIGH SCHOOL VOCATIONAL STENOGRAPHIC PROGRAMS

The "Plan IV" High School Vocational Stenographic Program

Typewriting Skill Acceptable for Entry-level Stenographic Positions

Introduction

A high degree of typewriting skill is of primary importance to the stenographer. It serves as a basic tool for nearly all stenographic work. The stenographer must be able to produce typewritten copies accurately and rapidly. The ability to organize materials and the application of proper typewriting techniques are necessary for the performance of a majority of stenographic duties. The use of good judgment and resourcefulness are important factors in the application of typewriting skills and techniques. This unit of instruction is designed to provide stenographic students with a high degree of typewriting skill which will enable them to meet office production standards.

Suggested Time Allotment

180 Clock Hours

Objectives

1. To develop vocational typewriting skill for entry-level positions
2. To develop the techniques necessary for the efficient operation of the typewriter
3. To develop proficiency in typing numbers and symbols
4. To develop proficiency in the manipulation of typewriter parts
5. To develop the ability to proofread carefully and to make neat corrections
6. To develop the ability to compose and take dictation at the typewriter
7. To develop the ability to organize materials, follow oral and written instructions, and employ good work habits
8. To develop good judgment in arranging typewritten material

9. To develop a high level of competency in the use of syllabication, capitalization, and punctuation rules

10. To apply typewriting skills, knowledges, and techniques to a variety of office production jobs

11. To develop the habit of properly caring for valuable equipment

Suggested Content

(It is assumed that students electing Plan IV have had one year of typewriting.)

A. Review of Basic Typewriting Skills and Techniques

B. Typing for Speed
   1. Short, Intensive Drills
   2. Guided Writings
   3. Word Dictation
   4. Continuity Practice
   5. Timed Writings

C. Typing for Control
   1. Technique Improvement
   2. Guided Writings
   3. Corrective Practice
   4. Continuity Practice
   5. Timed Writings

D. Review of Letter Styles
   1. Block
   2. Modified Block Without Paragraph Indentions
   3. Modified Block With Paragraph Indentions
   4. NOMA Simplified

E. Review of Letter Punctuation Styles
   1. Open
   2. Mixed

F. Review of Opening Lines of Letters
   1. Return Address
   2. Date Line
   3. Copy Notation
   4. Mailing Notation
   5. Inside Address
   6. Attention Line
   7. Appropriate Salutation
   8. Subject Line

G. Review Body of the Letter
  1. Enumerated Items
  2. Indented Quotations

H. Review Closing Lines of Letters
  1. Appropriate Complimentary Close
  2. Company Name
  3. Signature
  4. Reference Initials
  5. Name of the Dictator Typed in the Reference Initials
  6. Enclosure Notation
  7. Carbon Copy Notation
  8. Postscript

I. Review Typing of Envelopes
  1. Return Address
  2. Placement of the Address
    a. Size of the Envelope
    b. Length of the Address
  3. Chain Feeding
    a. Front
    b. Back
  4. Folding of Letters
    a. Small
    b. Large
    c. Window
  5. Special Notations
    a. Mailing Notations
      (1) Airmail
      (2) Special Delivery
      (3) Registered
    b. Address Notations
      (1) Attention
      (2) Hold for Arrival
      (3) Personal

J. Miscellaneous Letters
  1. Form Letters
  2. Two-page Letters
  3. Interoffice Memorandums
    a. Within the Office
    b. Among the Branches
  4. Letters on Off-size Stationery
    a. Half-page Letters
    b. Executive
    c. Government
  5. Letters With Tabulations
  6. Letters With Carbon Copies

K. Manuscripts
  1. Margins
  2. Placement of Page Numbers
  3. Spacing
  4. Title Page
  5. Table of Contents
  6. Headings
    a. Primary
    b. Secondary
  7. Proofreader's Marks
  8. Quotations
    a. Short
    b. Long
  9. Enumerated Items
  10. Footnotes
  11. Bibliography

L. Review Tabulation
  1. Mathematical Placement
  2. Backspace-centering Placement
  3. Judgment Placement
  4. Tables
    a. Open
    b. Ruled
    c. Boxed
  5. Headings
    a. Main
    b. Secondary
    c. Columnar
  6. Footnotes

M. Composing at the Typewriter
  1. Short Answers
  2. Paragraphs
  3. Short Themes

N. Dictation at the Typewriter
  1. Phrases
  2. Sentences
  3. Letters

O. Office Forms
  1. Invoices
  2. Credit Memorandums
  3. Checks
  4. Bills of Lading
  5. Payroll Forms
  6. Purchase Orders
  7. Telegrams
  8. Itineraries

9. Reports
10. Cards
    a. Index
    b. Postal

P. Financial Statements
    1. Profit and Loss Statement
    2. Balance Sheet

Q. Legal Documents
    1. Will
    2. Lease
    3. Proxy
    4. Contract
    5. Mortgage
    6. Articles of Agreement
    7. Affidavit
    8. Power of Attorney

R. Applying for a Position
    1. Letter of Application
    2. Personal Data Sheet
    3. Employment Tests

S. Grammar
    1. Syllabication
    2. Capitalization
    3. Punctuation

T. Care of the Typewriter
    1. Cleaning
    2. Minor Repairs

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Transcription Skill Acceptable for Entry-level Stenographic Positions

Introduction

Transcription is one of the basic stenographic skills. A high level of transcription skill is essential for entry-level stenographic positions. In the performance of stenographic duties, transcription is one of the most frequently and extensively used skills. Grammar, punctuation, spelling, efficient work habits, and an appreciation of proper office behavior should be integrated in this unit.

This unit of instruction is primarily concerned with the development of transcription skill for entry-level stenographic positions.

Suggested Time Allotment

360 Clock Hours

Objectives

1. To develop a mastery of the shorthand alphabet and principles
2. To develop the student's ability to write legible notes that he can transcribe rapidly and accurately on the typewriter in mailable form.
3. To improve the size and proportion of shorthand characters through a remedial writing approach
4. To develop complete automatization of brief forms
5. To develop the ability to construct new outlines for unfamiliar words
6. To develop the student's ability to write outlines from new matter under the stress of dictation
7. To develop the student's ability to read shorthand meaningfully and fluently
8. To increase the student's business vocabulary
9. To improve the student's ability to spell and punctuate
10. To improve the student's ability to apply rules of grammar correctly in transcription

11. To develop efficient work habits such as handling of notebook, turning pages, dealing with dictator's peculiarities, and accuracy

12. To develop transcription techniques such as proofreading, setting up copy, carrying out implied instructions, and handling problems in taking dictation and transcribing

13. To develop an understanding of the qualifications needed to be a stenographer, and an understanding of the opportunities for advancement

Suggested Content

A. Shorthand Alphabet and Principles
   1. Shorthand Theory
   2. Word-building Principles
   3. Shorthand Alphabet
   4. Geographical Expressions
   5. Brief Forms

B. Transcription Skill
   1. Punctuation
   2. Spelling
   3. Vocabulary Development
      a. Business Vocabulary Builder
      b. Similar-word Drills
      c. Language Studies
      d. Word Chains
      e. Grammar
      f. Typing Style Studies
         (1) Handling Numbers
         (2) Quantities
         (3) Dates
         (4) Addresses
         (5) Time of Day
         (6) Titles of Books and Booklets in Business Letters
         (7) Salutations and Closings
      g. Transcription Quiz
      h. Large Quantities of New-matter Dictation

C. Transcribing Techniques
   1. On-the-Job Problems in Taking Dictation and Transcription
   2. Office-style Dictation
   3. Judgment Placement of Copy
   4. Phrasing on the Job
   5. Model Letters

D. Reading and Writing Practice
    1. Mailable Transcripts
    2. Continuous Review of
        a. Theory
        b. Brief Forms
        c. Phrases
        d. Word Beginnings and Endings
        e. Geographical Expressions

E. Dictation from Persons Other Than the Teacher
    1. Members of the Class
    2. Members of the Faculty
    3. Records, Tapes, etc.

F. Outside Materials
    1. Magazine Articles
    2. Transcription Drills
    3. Letters for Mailable Transcripts
    4. Speed Building Material

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Leslie, Louis A.; and Zoubek, Charles E., Dictation for Transcription, Diamond Jubilee, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1963, 385 pp.

Leslie, Louis A., and Zoubek, Charles E., Gregg Transcription, Diamond Jubilee Series, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1963, 512 pp.

Leslie, Louis A.; Zoubek, Charles E.; and Strony, Madeline S., Gregg Dictation, Diamond Jubilee Series, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1963, 512 pp.

A Knowledge of Filing Rules and Records Systems

Introduction

Filing is one of the most frequently performed office activities. Without this office memory, business could not exist. Because of the increased volume of paperwork passing through business offices and the growing number of records created by data processing, an understanding of filing rules and records systems is vitally important. This unit of instruction is designed to provide the stenographer with a knowledge of the creation, use, maintenance, retention, protection, and disposition of business records.

Suggested Time Allotment

30 Clock Hours

Objectives

1. To develop an understanding of the need for records and ways in which they are created
2. To develop vocational competency in alphabetic filing
3. To develop proficiency in using other common filing systems
4. To develop a workable knowledge of filing procedures
5. To develop a knowledge and understanding of the various kinds of filing equipment and supplies
6. To develop an understanding of the transfer, storage, retention, protection, and disposition of records

Suggested Content

A. Filing and Indexing Rules
    1. Business Names
    2. Individual Names
    3. Schools, Churches, Government Offices
    4. Cross Referencing

B. Alphabetic Card and Correspondence Filing

C. Procedure in Alphabetic Correspondence Filing
    1. Inspection
    2. Coding
    3. Cross Referencing
    4. Sorting
    5. Placing Correspondence in Folders

D. Requisition, Charge, and Follow-up Controls
    1. Requisition Card
    2. Charge Methods
    3. Tickler File
    4. Facsimile Copies

E. Other Filing Systems
    1. Numeric
    2. Geographic
    3. Subject

F. Establishment and Maintenance of Filing Systems
    1. Records to be Filed
    2. Type of System to Use

G. Card Records and Systems
    1. Vertical
    2. Visible
    3. Rotary

H. Filing Equipment and Supplies
    1. Cabinets and open-shelf Files
    2. Rotary Card Files
    3. Guides, Folders, and Labels

I. Transfer, Storage, Retention, Protection, and Disposition
    1. Transfer Methods
        a. Perpetual
        b. Periodic
    2. Records Storage
    3. Records Retention
    4. Protection of Records
    5. Disposition of Records

J. Microfilm
    1. When to Use
    2. Reading and Printing
    3. Aperture Cards

References

Anderson, Ruth I., New Perspectives in Education for Business, National Business Education Yearbook, National Business Education Association, Washington, 1963, pp. 61-62.

Bassett, Ernest D.; Agnew, Peter L.; and Goodman, David G., Business Filing and Records Control, South-Western Publishing Company, Cincinnati, 1964, 202 pp.

Blackstone, Bruce I., Secretarial Education With a Future, The American Business Education Yearbook, Somerset Press, Somerset, New Jersey, 1962, pp. 97, 102, 104, and 360.

Griffin, Mary Claire, Records Management, Allyn and Bacon, Inc., Boston, 1964, 300 pp.

Guthrie, Mearl R., Alphabetic Indexing, South-Western Publishing Company, Cincinnati, 1965, 36 pp.

Selden, William; Straub, Lura; and Porter, Leonard, Filing and Finding, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1962, 122 pp.

A Knowledge of Mathematical Skills Required for Entry-level Stenographic Positions

Introduction

A knowledge of mathematical skills is required for entry-level stenographic positions. In addition to understanding the fundamental principles and processes of arithmetic, the stenographer needs to be able to apply mathematical skills to practical business problems.

This unit of instruction is designed to develop an appreciation and understanding of how mathematics may be used in the solution of business problems. It is also concerned with helping students develop habits of accuracy and neatness in organizing numerical information into orderly and systematic form.

Suggested Time Allotment

60 Clock Hours

Objectives

1. To provide further training in mathematics with emphasis on business activities
2. To develop an understanding of the mathematics used in solving business problems
3. To develop the ability to complete transactions involving fractions, decimals, percentages, interest rates, and discounts
4. To familiarize the student with methods of determining mark-up, mark-down, rate of return and the figuring of weights and measures
5. To develop proficiency in using short-cut methods of solving problems
6. To develop the habit of checking all solutions for reasonableness of results

Suggested Content

A. Cash Records
    1. Petty Cash Book
    2. Check Record
    3. Payroll

B. Finance
  1. Budgets
  2. Installment Buying and Selling
  3. Personal Finance

C. Purchasing
  1. Determining Unit Price
  2. Invoicing
  3. Billing
  4. Inventories

D. Commissions and Income
  1. Sales Slips
  2. Commissions on Sales

E. Borrowing
  1. Computing Interest
  2. Discounting Notes and Drafts

F. Savings and Investments
  1. Savings Accounts
  2. Stocks
  3. Bonds
  4. Real Estate
  5. Insurance

G. Taxes
  1. Property
  2. Sales
  3. Excise
  4. Social Security
  5. Federal Income Tax

H. Basic Small Business Records
  1. Ledgers
  2. Journals
  3. Balance Sheet
  4. Income Statement

I. Discounts
  1. Cash
  2. Trade
  3. Retail
  4. Wholesale

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Rosenberg, R. Robert, and Lewis, Harry, Business Mathematics, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1958, 539 pp.

Tonne, Herbert A.; Popham, Estelle L.; and Freeman, M. Herbert, Methods of Teaching Business Subjects, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 253-271.

A Working Knowledge of Business Machines

Introduction

An understanding of the operation of the various types of business machines is an important body of knowledge needed by the well-trained office worker. In addition to gaining a familiarity with a wide range of business machines, the stenographer should develop enough skill in the operation of the most frequently used ones to perform the stenographic duties in an entry-level position.

Suggested Time Allotment

40 Clock Hours

Objectives

1. To provide a general understanding of a wide range of business machines and to develop initial employment skill on the most frequently and extensively used ones

2. To develop finger dexterity, coordination of eye and hand movements, and a sense of judgment in evaluating the reasonableness of the solution

3. To apply mathematical concepts and short-cut methods to the solution of business problems

Suggested Content

A. Adding Machines
    1. Full Keyboard
    2. Ten Key

B. Rotary Calculators

C. Printing Calculators

D. Copiers
    1. Dry Process
    2. Liquid Process

E. Mailing Machines
    1. Preparation
    2. Handling

F. Other Business Machines
    1. Folding
    2. Collating
    3. Binding

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 439-444.

Swanson, Edwin A., "New Media in Teaching Business Machines," New Media in Teaching the Business Subjects, National Business Education Yearbook, National Business Education Association, Washington, 1965, pp. 161-169.

An Understanding of the Spirit and Ink Duplicating Processes

Introduction

It is essential that the stenographer thoroughly understand the most common duplicating processes in order to produce clean, clear copies of materials used in the business office. It has become a common practice in many offices to duplicate most of their materials. A thorough understanding of the duplicating processes will enable the stenographer to produce copies with a minimum of time, effort, and expense.

Suggested Time Allotment

15 Clock Hours

Objectives

1. Fluid Process Duplication
    a. To develop proficiency in preparing masters
    b. To develop proficiency in operating the duplicator
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of fluid duplicating machines

2. Ink Process Duplication
    a. To develop proficiency in preparing stencils on the typewriter and on the mimeoscope
    b. To develop proficiency in operating the mimeograph
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of mimeograph machines

Suggested Content

A. Fluid Process Duplication
    1. Preparation of the Master
        a. Layout
        b. Use of the Typewriter
        c. Color Work
        d. Drawing
    2. Proofreading
    3. Corrections
    4. Operation of the Fluid Process Duplicator
    5. Assembly of Duplicated Materials
    6. A Knowledge of Related Fluid Duplicating Machines

B. Ink Process Duplication
    1. Typewriter Adjustments
    2. Stencil Assembly

3. Preparation of the Stencil
4. Layout of the Stencil
    a. Manuscript
    b. Postal Card
    c. Four-page Folder (Bulletin Stencil)
    d. Ruled Forms
5. Use of Styli, Lettering Guides, and Screen Plates
6. Proofreading
7. Corrections
8. Operation of the Mimeograph
    a. Machine Adjustments
    b. Color Work
9. Assembly of Duplicated Materials
10. A Knowledge of Related Ink Process Duplicating Machines

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 225-227.

Techniques of Mimeographing, A. B. Dick Company, Chicago, 1958, OP-1--A-12 pp.

An Understanding of the Operation of the American Business and Economic System

Introduction

A general understanding of the American business and economic system is necessary for the successful performance of stenographic duties. This unit of instruction is primarily designed to provide a general understanding of the American business and economic system--business, industry, labor, and government. More specifically it is concerned with developing an understanding of the nature of supply and demand, economic growth, government participation in business, and the organization and operation of other economic systems.

Suggested Time Allotment

60 Clock Hours

Objectives

1. To develop an understanding of basic economic principles, problems, and concepts
2. To develop an understanding of prices, profits, and markets
3. To develop an understanding of economic growth
4. To develop an understanding of the role of government in economic activities
5. To develop an understanding of the organization and operation of other economic systems
6. To develop an understanding of the nature of business organization
7. To develop an understanding of the role of labor unions and collective bargaining
8. To develop an understanding of how money and banking needs are satisfied
9. To develop an understanding of income distribution

Suggested Content

- A. The Individual and Modern Economics
  - 1. Problems of Scarcity
    - a. Satisfaction of Human Wants
    - b. Using Resources to Satisfy Wants
  - 2. The Need for and Ways of Economizing
    - a. Production of Goods and Services
    - b. Distribution of Goods and Services
    - c. Ways of Economizing
  - 3. The Role of the Individual in Economics
    - a. Saving and Spending of Money
    - b. Employment, Voting, and Taxes
    - c. Capacity of Consumer and Producer
    - d. Personal Decisions

- B. Prices, Profits, and Markets
  - 1. Resources
    - a. Labor Resources
      - (1) Size of Labor Force
      - (2) Participation of Different Groups
      - (3) Levels of Educational Achievement
      - (4) Productivity
    - b. Capital Resources
      - (1) Total and Per Worker Stock of Capital
      - (2) "Real" Net Investment
      - (3) Development and Adoption of New Ideas or Innovations
      - (4) Factors Which Determine Change
    - c. Natural Resources
      - (1) Availability of Natural Resources
      - (2) Changing Technology and Increased Use of Natural Resources
    - d. Entrepreneurship
      - (1) Production and Organization of Goods and Services in Anticipation of Profits
      - (2) Economic, Political, and Social Entrepreneurial Behavior
  - 2. The Competitive Market System
    - a. Production in Anticipation of Profits
    - b. The Nature of Competition in Our Economy
    - c. Pressures of Price Competition in the Product Market

- C. Economic Growth
  - 1. Facts and Factors Underlying Economic Growth
  - 2. Comparison of the Economic Growth of Underdeveloped Countries with That of the United States

D. The Role of Government in Economic Activities
  1. History of Government Concern and Involvement in Economic Activities
  2. Regulatory Activities of Government and Their Effect on Allocation and Distribution of Our Resources
  3. Evaluating the Role of Government in Our Economy
    a. Federal
    b. State
    c. Local

E. Organization and Operation of Other Economic Systems
  1. Fundamental Problems Facing All Economic Systems
  2. Comparison of the Ways in Which the Capitalist and Communist Economic Systems Solve Their Major Economic Problems
  3. Comparison of the Standard of Living Provided by the Different Economic Systems

F. Nature of Business Organization
  1. Various Forms of Business Organization
  2. The Problems of Big Business
  3. Government Regulation

G. The Role of Labor Unions and Collective Bargaining
  1. The Labor Movement, the Relationship Between Labor and Government, and Labor and Management
  2. An Analysis of the Extent to Which Labor Influences Economic Systems

H. The Functions and Character of the Money and Banking Systems
  1. The Performance of the Money and Banking Systems in a Complex Industrial Society
  2. Monetary Supply and the Federal Reserve Banking System

I. Income Distribution
  1. Sources and Types of Income and Their Proportion of the Total
  2. Factors Which Determine Incomes
  3. Effect of Government Action on Income Distribution
  4. Effect of Income Differences

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Driscoll, Paul, and Lindholm, Richard W., Our American Economy, Harcourt, Brace and World, Inc., New York, 1962, 499 pp.

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Some Concepts Essential to a Basic Understanding of Economics, Monograph No. 110, South-Western Publishing Company, Cincinnati, 1964, 41 pp.

Suggested Procedures and Resources for a Minimum Course in Economics, Curriculum Development, Series No. 4, Pennsylvania Department of Public Instruction, Harrisburg, 1957, 39 pp.

Toward Better Economic Education, Monograph No. 104, South-Western Publishing Company, Cincinnati, 1961, 15 pp.

Mastery of Grammar, Spelling, and Punctuation

Introduction

The effective use of English contributes to personal, social, and business success. Grammar, spelling, and punctuation are basic tools of communication which are essential for the successful performance of stenographic duties.

The correct use of grammar and punctuation enables the reader to clearly understand the contents of the message. Correct spelling prevents misinterpretations on the part of the reader and eliminates the necessity for deciphering.

The proper use of grammar, spelling, and punctuation enhances the company image whereas the improper use of these basic tools of communication destroys the confidence and good will which the company has built.

This unit of instruction is designed to enable students to develop a mastery of grammar, spelling, and punctuation--not just an appreciation or general understanding of them.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an understanding of the importance of the correct use of grammar, spelling, and punctuation
2. To develop correct English usage and its application to business situations
3. To develop an extensive vocabulary (business and general)
4. To develop the ability to spell correctly
5. To develop the ability to punctuate correctly
6. To develop the habit of checking the proper sources of information when in doubt about the use of grammar, spelling, and punctuation
7. To develop the ability to proofread and to develop an understanding of the cost of grammar, spelling, and punctuation errors to business

Suggested Content

A. Grammar Review
  1. Sentence Structure
  2. Nouns
  3. Pronouns
  4. Verbs
  5. Adjectives
  6. Adverbs
  7. Prepositions
  8. Conjunctions

B. Spelling
  1. Homonyms
  2. Similar Words
  3. Compound Words
  4. Prefixes and Suffixes
  5. Borrowed, Coined, and Recent Words
  6. Hyphenated Words
  7. Emphasis on Commonly Misspelled Words
  8. Geographical Names

C. Punctuation
  1. Period
  2. Comma
  3. Semicolon
  4. Colon
  5. Question Mark
  6. Exclamation Point
  7. Apostrophe
  8. Quotation Marks
  9. Dash
  10. Parentheses
  11. Hyphen

D. Use of Dictionary
  1. Verify Spelling
  2. Pronunciation
  3. Meaning of Words
  4. Word Division
  5. Foreign Words and Phrases
  6. Prominent Persons and Important Places
  7. Correct Abbreviations
  8. Capitalization

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Aurner, Robert, and Burtness, Paul, Effective English for Business. South-Western Publishing Company, Cincinnati, 1962, 664 pp.

Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W., Business English in Communications, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964, 468 pp.

Malsbary, Dean R., Spelling and Word Power, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965, 130 pp.

Stewart, Marie M., and others, Business English and Communications, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1961, 564 pp.

The Ability to Communicate Orally and in Writing

Introduction

The ability to communicate is vitally important in an entry-level stenographic position. The initial contact with a company is through oral or written communication. Good will and improved human relations are developed through effective business communications. The organization of thoughts, an extensive vocabulary, and an understanding of people's reactions are essential for effective oral communication. A working knowledge of written communication, such as letters, memorandums, and reports, is necessary because written communications are the personal representatives of the company.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an appreciation of the importance of oral and written communication
2. To develop the facility for organizing thoughts for oral and written presentation
3. To develop an understanding of the principles necessary for effective communication and to provide the opportunity for practical application of these principles
4. To develop an understanding of how and why people react as they do and how to win a favorable response
5. To provide an opportunity for vocabulary improvement
6. To acquire a knowledge of the mechanics of written communication
7. To develop an understanding and appreciation of the importance of being a good listener

Suggested Content

A. Oral Communication
   1. Organization of Ideas
   2. Vocabulary
      a. Business Terms
      b. Word Usage
   3. The Art of Conversation
   4. Use of the Telephone
   5. Making and Canceling Appointments

    6. Introductions
        a. People
        b. Ideas
    7. Instructions and Explanations
    8. Listening
        a. Conversations
        b. Interviews

B. Written Communication
    1. Organization of Ideas
        a. Outline
        b. Sentence Structure
        c. Paragraphs
    2. Vocabulary
        a. Business Terms
        b. Word Usage
    3. Legible Handwriting
    4. Messages
        a. While the Employer is Out
        b. Telephone
    5. Letters
        a. Acknowledgment
        b. Making and Canceling Appointments
        c. Inquiry
    6. Interoffice Memorandums
        a. Within the Office
        b. Among the Branches
    7. Instructions and Explanations

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Handbook for Business Teachers in Ohio High Schools, State of Ohio Department of Education, Columbus, 1955, pp. 57-60.

Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W., Business English and Communications, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964, pp. 181-423.

Stewart, Marie M., and others, Business English and Communication, Gregg Publishing Division, McGraw-Hill Book Company, Inc. Chicago, 1961, pp. 310-543.

A Knowledge of Bookkeeping Theory, Terminology, and Commonly Used Business Forms and Records

Introduction

A basic knowledge of bookkeeping provides an understanding of the language and problems of business and an insight into the organization and operation of the American business and economic system. A knowledge of bookkeeping also makes the reading and understanding of business and economic information more comprehensible. Stenographers need an understanding of bookkeeping terms, principles, and concepts since they are constantly using them in the performance of their tasks.

This unit of instruction in bookkeeping is designed to give the vocational stenographic student a basic understanding of bookkeeping terminology. More specifically this unit should be designed to develop an understanding of the different forms of business organization and ownership, commonly used bookkeeping terminology, and the simpler types of records that stenographers are frequently required to keep.

Suggested Time Allotment

50 Clock Hours

Objectives

1. To develop an understanding of bookkeeping terminology

2. To develop the ability to interpret and analyze business papers and records

3. To develop an understanding of some of the problems and characteristics of a business organization

4. To develop an understanding of the bookkeeping cycle so that the students may see the relationship of each step in the cycle to all the other steps

5. To develop the qualities of neatness, orderliness, thoroughness, and accuracy

Suggested Content

A. Starting a Bookkeeping System
   1. Introduce the Beginning Balance Sheet
   2. Explain Assets
   3. Explain Liabilities
   4. Explain Proprietorship

B. Opening Entry
   1. Recording Beginning Balance Sheet
   2. Explanation of General Journal
   3. Recording of Opening Entry
   4. The Concept of Debits and Credits

C. Posting the Opening Entry
   1. Need for Ledger Accounts
   2. Form of the Account
   3. Chart of Accounts
   4. Posting
   5. Finding Account Balances

D. Determining Debits and Credits
   1. Increase and Decrease of Tranactions
   2. Income Tranactions
   3. Expense Tranactions

E. Journalizing Business Tranactions
   1. Describing Recording Tranactions from Immediate Records
   2. Journalizing
   3. Explanation of Cash Journal
   4. Footing and Ruling Accounts
   5. Proving Cash

F. Posting
   1. Individual Entries
   2. Posting Totals from Journals
   3. Recording Increases and Decreases in Account Balances

G. Proving the Accuracy of Posting
   1. Explanation of Trial Balance
   2. Footing Accounts
   3. Finding and Correcting Errors

H. Six Column Worksheet
   1. Interpreting Trial Balance
   2. Construction and Analysis of Worksheet
   3. Finding Net Income

I. Income Statement and Balance Sheet
   1. Need for Financial Statements
   2. Explanation of Income Statement
   3. Explanation of Balance Sheet
   4. Forms of Balance Sheet

J. Closing the Ledger
  1. Income and Expense Summary Account
  2. Closing Income and Expense Accounts
  3. Closing Income and Expense Summary Account
  4. Closing and Ruling Ledger
  5. Post Closing Trial Balance
  6. Summary of the Bookkeeping Cycle

References

Carlson, Paul A.; Forkner, Hamden L.; and Boynton, Lewis D., 20th Century Bookkeeping and Accounting, South-Western Publishing Company, Cincinnati, 1962, pp. 1-127.

Olson, Milton C.; Zelliot, Ernest A.; and Leidner, Walter E., Introductory Bookkeeping, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1961, pp. v.

Tonne, Herbert A.; Popham, Estelle L.; and Freeman, M. Herbert, Methods of Teaching Business Subjects, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 212-249.

An Understanding of Commonly Used Legal Terminology and Documents

Introduction

An appreciation of commonly used legal terminology and documents is an essential part of the general education of all people in a democratic society. For the stenographic student an understanding of the principles of business law is necessary, since there are many legal terms and documents involved in business transactions.

This unit of instruction is designed to provide stenographic students with a working knowledge of commonly used legal terminology and documents.

Suggested Time Allotment

40 Clock Hours

Objectives

1. To develop a legal vocabulary adequate for entry-level stenographic positions
2. To develop respect for laws and the realization that they exist for the protection of society
3. To develop an understanding of the organization and jurisdiction of the different courts
4. To develop a clear understanding of the legal relationship between business groups
5. To develop an understanding of commonly used legal documents
6. To develop an understanding of the legal rights of the employer and the employee
7. To develop a realization that there are times when a competent legal authority should be consulted

Suggested Content

A. The Nature of Law
    1. What is Meant by Law
    2. How Law Began
    3. Why Law is Needed

B. How the Law Operates (Courts--What They Are and What They Do)
    1. Federal
    2. State
    3. County

    4. Municipal
    5. Special Courts (such as Traffic Courts)
    6. Special Boards and Commissions
    7. Trial Procedures
    8. Settlements Made Out of Court

C. Business Crimes
    1. Unfair Trade Practices
    2. Restraint of Trade
    3. Monopoly
    4. Criminal Intent
    5. Fraud
    6. Forgery
    7. Burglary
    8. Larceny
    9. Robbery
    10. Embezzlement
    11. Bribery
    12. Accepting Stolen Goods
    13. Conspiracy
    14. Arson
    15. Perjury
    16. Contempt of Court

D. Contracts
    1. Simple
    2. Formal
    3. Express and Implied
    4. Offer and Acceptance
    5. Competency or Incompetency to Contract
        a. Married Women
        b. Infants
        c. Insane Persons
        d. Drunkards
        e. Spendthrifts
        f. Aliens
        g. Convicts
        h. Corporations
    6. Consideration
    7. Legal Subject Matter
    8. Promises Under Seal
    9. Contracts Requiring Special Form
    10. Transferring Contracts
    11. Performance and Breach
    12. Discharged by Operation of the Law
    13. How to Draw Up a Contract
        a. Loans
        b. Installment Buying
    14. Proving an Oral Contract

E. Sales
  1. Sales Contracts (written and oral)
  2. Installment Sales
  3. Consignment of Goods
  4. Lease of Goods
  5. Chattel Mortgage
  6. Uniform Sales Act
  7. Bulk Sales Act
  8. Auction Sales
  9. When Ownership Transfers From Seller to Buyer

F. Negotiable Instruments
  1. Checks
  2. Drafts
    a. Time
    b. Sight
  3. Notes
  4. Bonds
  5. Bills of Exchange
  6. Indorsements

G. Types of Business Organizations
  1. Sole Proprietorship
  2. Partnership
    a. How Partnerships are Formed and Terminated
    b. Rights and Duties of the Partners
  3. Corporations
    a. The Nature of Corporations
    b. How Corporations are Formed and Terminated
    c. How Corporations Operate
    d. Rights of Stockholders
    e. Powers of a Corporation

References

Anderson, Ruth I., New Perspectives in Education for Business, National Business Education Yearbook, National Business Education Association, Washington, 1963, pp. 334-338.

Douglas, Lloyd V.; Blanford, James T.; and Anderson, Ruth I., Teaching Business Subjects, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1958, pp. 414-418.

Fisk, McKee, and Snapp, James C., Applied Business Law, South-Western Publishing Company, Cincinnati, 1960, 568 pp.

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Handbook for Business Teachers in Ohio High Schools, State of Ohio, Department of Education, Columbus, 1955, pp. 65-70.

The Ability to Work Effectively with Employees at All Levels

Introduction

No problem today is more urgent than that of establishing effective human relations. In addition to developing stenographic skills to a high level, there is a need to develop the ability to work harmoniously and productively with employees at all levels.

Too little attention is often given to the area of human relations since many people feel that this is an intangible subject and can only be developed by experience and the use of common sense.

This unit of instruction is designed to provide the students with an understanding of the importance of effective human relations and to develop those human relations skills required for entry-level stenographic positions.

Suggested Time Allotment

20 Clock Hours

Objectives

1. To understand the meaning and importance of human relations to business success
2. To understand the relationship of the worker to his employer, to his fellow workers, and to all other persons contacted through his employment
3. To develop an interest in others and to tolerate opinions of others
4. To understand the importance of sincerity in all dealings with business associates
5. To develop a positive attitude toward work to be completed
6. To develop respect for company rules and policies
7. To develop the habit of expressing appreciation to others
8. To develop self-confidence
9. To develop the ability to accept suggestions for improvement from fellow workers

Suggested Content

A. Understanding Human Relations
  1. Attitudes
  2. Behavior
  3. Basic Needs
    a. Sustaining Life
    b. Physical Needs
    c. Love
    d. Esteem
    e. Self-realization
  4. Social Demands and Pressures

B. Development of Effective Human Relations
  1. Friendliness
  2. Self-esteem
  3. Prestige
  4. Pride
  5. Self-regard
  6. Praise
  7. Positive Attitude
  8. Happiness
  9. Close Friends of Both Sexes
  10. Punctuality

C. Relationship of Employee to People and Work
  1. Greeting People Pleasantly
  2. Remembering Names and Association of Faces
  3. Listening to What Others Have to Say
  4. Showing Appreciation to Others
  5. Using Suggestions Rather Than Demands
  6. Tolerating Opinions of Others
  7. Being Sincere in Dealings with Others

D. Job Efficiency
  1. Confidence
  2. Self-encouragement
  3. Initiative with Judgment
  4. Constructive Inventiveness
  5. Respect for Company Rules and Policies
  6. Memory and Concentration

E. Emotional Control
  1. Tension
  2. Composure
  3. Open-mindedness
  4. Mature Attitudes
    a. Accepting Criticism
    b. Admitting Shortcomings
    c. Taking Orders
    d. Accepting Unpleasant Tasks
    e. Avoiding Self-pity

References

Becker, Esther R., and Lawrence, Richard L., Success and Satisfaction in Your Office Job, Harper & Brothers, Publishers, New York, 1954, 149 pp.

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Laird, Donald A., and Laird, Eleanor, Practical Business Psychology, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1961, 442 pp.

Russon, Allien R., Business Behavior, South-Western Publishing Company, Cincinnati, 1964, 304 pp.

The Ability to Adapt to Changing Work Situations

Introduction

It is difficult for even the most modern school to keep abreast of the changes and inventions in business. Occupational changes may result from automation, economic conditions, legislation, or reorganization of business enterprises.

Because of the wide range of entry-level stenographic positions, the stenographic program is designed to provide students with the most commonly and frequently used stenographic knowledges, skills, and competencies.

Since it is difficult to prepare students for the different kinds of tasks which will be encountered in entry-level positions, it is essential that they develop the ability to adapt to changing work situations.

Suggested Time Allotment

5 Clock Hours

Objectives

1. To develop an awareness of the inevitability of change in stenographic duties.
2. To develop an understanding of the effect of changes in stenographic duties on the business organization
3. To develop the ability to adapt to changing work situations

Suggested Content

A. Inevitability of Change in Stenographic Duties
   1. Educational Revolution
   2. Population Increase
   3. Knowledge Explosion

B. Effect of Changes in Stenographic Duties on the Business Organization
   1. Automation
   2. Reorganization of Job Classifications
   3. Social Responsibility of the Business Organization

C. Adapting to Changing Work Situations
   1. Business Principles and Concepts
   2. Relationship of Positions Within the Business Organization
   3. Individual Acceptance and Understanding of Changes in Job Assignments

References

Brady, Mary M.; Ream, Roland R.; and Halstead, T. E., "Preparing Students for the Automated Offices," American Business Education, 18:146-151, March, 1962.

Roman, John C., The Business Curriculum, Monograph 100, South-Western Publishing Company, Cincinnati, 1960, pp. 4-5.

An Understanding of the Importance of Responsibility and Dependability in the Business Office

Introduction

Responsibility and dependability are often mentioned as two of the most desirable personal qualities that stenographic workers should possess. Businessmen frequently complain that beginning workers do not possess these personal qualities and that business organizations suffer as a result.

While these desirable personal traits of responsibility and dependability can and should be taught in connection with subject matter content, this unit of instruction is specifically designed to provide the student with a deeper appreciation and understanding of the importance of these qualities in the performance of stenographic duties.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To develop an understanding of the importance of thoroughness
2. To develop the habit of checking all work for accuracy
3. To develop the habit of working without constant supervision
4. To develop the habit of performing tasks that do not seem to be the responsibility of any particular employee
5. To develop the courage to admit errors and take responsibility for them

Suggested Content

A. Thoroughness
    1. Understanding of Problem or Job
    2. Proper Planning
    3. Completion of Problem or Task
    4. Follow-up of Results

B. Checking Work for Accuracy
    1. Importance of Checking for Accuracy
    2. Common Stenographic Errors
    3. Stenographic References and Manuals

C. Working Independently
   1. Understanding Instructions
   2. Organization of Work
   3. Work Without Assistance
   4. Use Sound Logic and Reasoning

D. Responsibility for Unassigned Tasks
   1. Initiative
   2. Resourcefulness
   3. Reliability

E. Responsibility for Unsuccessful Performance
   1. Admission of Errors
   2. Acceptance of Responsibility for Errors
   3. Corrective Action

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, 618 pp.

Gregg, John Robert, and others, Applied Secretarial Practice, Gregg Publishing Division, McGraw-Hill Book Company, Chicago, 1962, 499 pp.

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An Understanding of Proper Personal Conduct for the Business Office

Introduction

An office worker's success is largely determined by the presence or absence of desirable personal qualities. It has been found in a number of surveys that more beginning office workers lose their jobs because of poor personal qualities and traits than because of lack of basic business skills. Because of the important role which desirable personal qualities play in the successful performance of office jobs, it is necessary for students to understand and develop these qualities.

While the development of desirable personal qualities and traits is the responsibility of all teachers, experience has proved that some of the desirable qualities and traits are not emphasized to the point where students actually develop them; therefore, this unit of instruction is suggested to make certain that vocational stenographic students are made aware of desirable personal qualities and given an opportunity to develop them.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To encourage the improvement of personality traits through self-analysis
2. To develop an understanding of the importance of human relations for business success
3. To develop an awareness of the necessity for being loyal, tactful, pleasant, and honest
4. To develop an awareness of the necessity for good relationships with the employer and fellow workers through courteous behavior and discretion
5. To develop a personality that will contribute to business success

Suggested Content

A. Courtesy
   1. Politeness and Respectfulness
   2. Business-like Manner
   3. Consideration for the Feelings of Others
   4. Pleasant, Appropriate Language

B. Tact
   1. Does and Says the Right Thing
   2. Avoids Being Abrupt

C. Discretion
   1. Diplomacy in Dealings With Others
   2. Foresight
   3. Cautious Conduct
   4. Fair Judgment of Others

D. Poise
   1. Self-assuredness
   2. Not Timid, Shy or Aggressive
   3. Not too Much Introspection

E. Honesty
   1. Sense of Values
   2. Distinction Between Right and Wrong
   3. Straightforwardness and Fairness of Conduct and Speech
   4. Integrity and Truthfulness

F. Confidence
   1. Trustworthiness
   2. Sincerity

G. Loyalty
   1. Works Faithfully
   2. Dependable in Actions
   3. Avoids Unwarranted Criticism

H. Judgment
   1. Common Sense
   2. Discretion

I. Pleasantness
   1. Works Harmoniously
   2. Avoids Showing Hostility Toward Others

References

Agnew, Peter, and Meehan, James, Clerical Office Practice, South-Western Publishing Company, Cincinnati, 1955, 566 pp.

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Russon, Allien, Business Behavior, South-Western Publishing Company, Cincinnati, 1964, 304 pp.

A Knowledge of Proper Grooming and Attire for the Business Office

Introduction

In order to be successful in the business office, effective personal appearance is of basic importance. Proper grooming and attire create an "image" of the employee's personal habits, attitudes, and goals. Good health and cleanliness are essentials for good grooming. Clothing which is conservative, comfortable, and simple in style is recommended for the business office. In addition to selecting a wardrobe suitable for the occasion, the stenographer's posture while sitting, standing, or walking can affect her whole appearance. Good posture helps develop a feeling of poise and self-confidence. This unit of instruction is designed to provide students with a knowledge of proper grooming and attire for the business office.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To develop an understanding of appropriate personal appearance

2. To develop an understanding of the need for proper grooming

3. To develop an understanding of proper selection and care of clothing

4. To develop an understanding of the necessity for good health and cleanliness

5. To develop an understanding of poise and self-confidence

6. To develop an appreciation of the importance of good posture

Suggested Content

A. Attire
  1. Dress (From Head to Toe)
    a. Selection
    b. Comfort (Good Fit)
    c. Suitability
    d. Color
    e. Style
  2. Accessories
    a. Millinery
    b. Gloves
    c. Handbags
    d. Jewelry

    3. Care
        a. Everyday Laundering
        b. Dry Cleaning
    4. Foundation Garments
        a. Selection
        b. Care

B. Grooming
    1. Hair
        a. Care
        b. Style
        c. Wig
    2. Face
        a. Care
        b. Makeup
            (1) Selection
            (2) Application
    3. Mouth and Teeth
        a. Everyday Care
        b. Dental Checkup
    4. Hands
    5. Feet and Legs

C. Health
    1. Cleanliness
        a. Daily Shower
        b. Deodorant
    2. Diet
    3. Exercise and Relaxation
    4. Sleep
    5. Mental Health
        a. Religion
        b. Cultural Interests
    6. Regular Physical and Dental Checkups

D. Posture
    1. Attractive Appearance
    2. Endurance (Avoid Fatigue)
    3. Self-confidence

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 15-19.

Gregg, John Robert, and others, Applied Secretarial Practice, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1962, pp. 33-47.

Lovely, Yvonne, "Standards of Office Etiquette for the Businesswoman," Business Education Forum, 19:16-17, May, 1965.

Success Insurance, Milady Publishing Corporation, New York, 1965, 29 pp.

An Understanding of the Importance of Taking the Initiative, Exhibiting Interest in the Work and the Company, and Being Efficient and Resourceful

Introduction

Because of the competitive nature of American business and because of the pressures on administrative personnel, there is a tremendous need for office workers who are able to visualize the work that needs to be done and who will take the necessary steps to complete it.

With the introduction of automation in the business office, there is a need for stenographers who are highly efficient and who are able to visualize various approaches and methods for solving office problems.

This unit of instruction is primarily designed to provide the student with an understanding of the importance of taking the initiative, exhibiting interest in the work and in the company, and being efficient and resourceful in the performance of stenographic duties.

Suggested Time Allotment

5 Clock Hours

Objectives

1. To develop an appreciation of the importance of taking the initiative in performing stenographic duties

2. To develop an understanding of the importance of exhibiting interest in the work and the company

3. To develop a realization of the necessity for efficiency in the performance of stenographic duties

4. To develop an understanding of the importance of being resourceful in the performance of stenographic duties

Suggested Content

A. Initiative
   1. The Need for Taking the Initiative
   2. Visualizing the Work to be Done
   3. Completing the Job

B. Exhibiting Interest in the Work and the Company
    1. The Necessity for Showing Interest in the Work and the Company
    2. Ways of Exhibiting Interest in the Work and the Company
    3. Outcomes of Exhibiting Interest in the Work and the Company

C. Efficiency
    1. Understanding the Nature of Efficiency
    2. Development of Efficient Routines and Systems
    3. Tangible Results of Efficiency

D. Resourcefulness
    1. Understanding the Nature of Resourcefulness
    2. Development of Resourcefulness
    3. Outcomes of Resourcefulness

An Awareness of the Importance of Self-improvement and the Necessity for Upgrading Stenographic Knowledges, Skills, and Competencies

Introduction

Because of the changing nature of stenographic duties and the constant upgrading of the level of education required for the performance of those duties, it is essential that stenographic students understand the importance of self-improvement and the necessity for the continuous upgrading of their stenographic knowledges, skills, and competencies.

Suggested Time Allotment

5 Clock Hours

Objectives

1. To develop an understanding of the importance of constant self-improvement

2. To develop an awareness of the necessity for upgrading stenographic knowledges, skills, and competencies

Suggested Content

A. Self-improvement
   1. Understanding of Self-improvement
   2. Need for Self-improvement
   3. Keeping Abreast of Changes in Stenographic Areas

B. Upgrading Stenographic Knowledges, Skills, and Competencies
   1. The Need for Upgrading Stenographic Knowledges, Skills, and Competencies
   2. Methods of Upgrading Stenographic Knowledges, Skills, and Competencies
      a. Night School
      b. Company Improvement Programs
      c. Professional Meetings and Organizations
      d. Independent Study

C. Benefits from Upgrading Stenographic Knowledges, Skills, and Competencies
   1. Advancements and Promotions
   2. Higher Salaries
   3. Job Security

The "Plan V" High School Vocational Stenographic Program

Typewriting Skill Acceptable for Entry-level Stenographic Positions

Introduction

A high degree of typewriting skill is of primary importance to the stenographer. It serves as a basic tool for nearly all stenographic work. The stenographer must be able to produce typewritten copies accurately and rapidly. The ability to organize materials and the application of proper typewriting techniques are necessary for the performance of a majority of stenographic duties. The use of good judgment and resourcefulness are important factors in the application of typewriting skills and techniques. This unit of instruction is designed to provide stenographic students with a high degree of typewriting skill which will enable them to meet office production standards.

Suggested Time Allotment

360 Clock Hours

Objectives

1. To develop vocational typewriting skill for entry-level positions
2. To develop the techniques necessary for the efficient operation of the typewriter
3. To develop proficiency in typing numbers and symbols
4. To develop proficiency in the manipulation of typewriter parts
5. To develop the ability to proofread carefully and to make neat corrections
6. To develop the ability to compose and take dictation at the typewriter
7. To develop the ability to organize materials, follow oral and written instructions, and employ good work habits
8. To develop good judgment in arranging typewritten material
9. To develop a high level of competency in the use of syllabication, capitalization, and punctuation rules

10. To apply typewriting skills, knowledges, and techniques to a variety of office production jobs

11. To develop the habit of properly caring for valuable equipment

Suggested Content

A. Basic Typewriting Skills and Techniques
   1. Mastery of the Typewriter Keyboard, Including Numbers and Symbols
   2. Parts of the Typewriter
   3. Posture
   4. Stroking Technique
   5. Carriage Return

B. Typing for Speed
   1. Short, Intensive Drills
   2. Guided Writings
   3. Word Dictation
   4. Continuity Practice
   5. Timed Writings

C. Typing for Control
   1. Technique Improvement
   2. Guided Writings
   3. Corrective Practice
   4. Continuity Practice
   5. Timed Writings

D. Letter Styles
   1. Block
   2. Modified Block Without Paragraph Indentions
   3. Modified Block With Paragraph Indentions
   4. NOMA Simplified

E. Letter Punctuation Styles
   1. Open
   2. Mixed

F. Opening Lines of Letters
   1. Return Address
   2. Date Line
   3. Copy Notation
   4. Mailing Notation
   5. Inside Address
   6. Attention Line
   7. Appropriate Salutation
   8. Subject Line

G. Body of the Letter
    1. Enumerated Items
    2. Indented Quotation

H. Closing Lines of Letters
    1. Appropriate Complimentary Close
    2. Company Name
    3. Signature
    4. Reference Initials
    5. Name of the Dictator Typed in the Reference Initials
    6. Enclosure Notation
    7. Carbon Copy Notation
    8. Postscript

I. Envelopes
    1. Return Address
    2. Placement of the Address
        a. Size of the Envelope
        b. Length of the Address
    3. Chain Feeding
        a. Front
        b. Back
    4. Folding of Letters
        a. Small
        b. Large
        c. Window
    5. Special Notations
        a. Mailing Notations
            (1) Airmail
            (2) Special Delivery
            (3) Registered
        b. Address Notations
            (1) Attention
            (2) Hold for Arrival
            (3) Personal

J. Miscellaneous Letters
    1. Form Letters
    2. Two-page Letters
    3. Interoffice Memorandums
        a. Within the Office
        b. Among the Branches
    4. Letters on Off-size Stationery
        a. Half-page Letters
        b. Executive
        c. Government
    5. Letters With Tabulations
    6. Letters With Carbon Copies

K. Manuscripts
  1. Margins
  2. Placement of Page Numbers
  3. Spacing
  4. Title Page
  5. Table of Contents
  6. Headings
    a. Primary
    b. Secondary
  7. Proofreader's Marks
  8. Quotations
    a. Short
    b. Long
  9. Enumerated Items
  10. Footnotes
  11. Bibliography

L. Tabulation
  1. Mathematical Placement
  2. Backspace-centering Placement
  3. Judgment Placement
  4. Tables
    a. Open
    b. Ruled
    c. Boxed
  5. Headings
    a. Main
    b. Secondary
    c. Columnar
  6. Footnotes

M. Composing at the Typewriter
  1. Short Answers
  2. Paragraphs
  3. Short Themes

N. Dictation at the Typewriter
  1. Phrases
  2. Sentences
  3. Letters

O. Office Forms
  1. Invoices
  2. Credit Memorandums
  3. Checks
  4. Bills of Lading
  5. Payroll Forms
  6. Purchase Orders
  7. Telegrams
  8. Itineraries

9. Reports
10. Cards
    a. Index
    b. Postal

P. Financial Statements
   1. Profit and Loss Statement
   2. Balance Sheet

Q. Legal Documents
   1. Will
   2. Lease
   3. Proxy
   4. Contract
   5. Mortgage
   6. Articles of Agreement
   7. Affidavit
   8. Power of Attorney

R. Applying for a Position
   1. Letter of Application
   2. Personal Data Sheet
   3. Employment Tests

S. Grammar
   1. Syllabication
   2. Capitalization
   3. Punctuation

T. Miscellaneous Information
   1. Leaders
   2. Ruling
   3. Symbols Not on the Typewriter

U. Care of the Typewriter
   1. Cleaning
   2. Minor Repairs

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Transcription Skill Acceptable for Entry-level Stenographic Positions

Introduction

Transcription is one of the basic stenographic skills. A high level of transcription skill is essential for entry-level stenographic positions. In the performance of stenographic duties, transcription is one of the most frequently and extensively used skills. Grammar, punctuation, spelling, efficient work habits, and an appreciation of proper office behavior should be integrated in this unit.

This unit of instruction is primarily concerned with the development of transcription skill for entry-level stenographic positions.

Suggested Time Allotment

360 Clock Hours

Objectives

1. To develop a mastery of the shorthand alphabet and principles
2. To develop the student's ability to write legible notes that he can transcribe rapidly and accurately on the typewriter in mailable form.
3. To improve the size and proportion of shorthand characters through a remedial writing approach
4. To develop complete automatization of brief forms
5. To develop the ability to construct new outlines for unfamiliar words
6. To develop the student's ability to write outlines from new matter under the stress of dictation
7. To develop the student's ability to read shorthand meaningfully and fluently
8. To increase the student's business vocabulary
9. To improve the student's ability to spell and punctuate
10. To improve the student's ability to apply rules of grammar correctly in transcription

11. To develop efficient work habits such as handling of notebook, turning pages, dealing with dictator's peculiarities, and accuracy

12. To develop transcription techniques such as proofreading, setting up copy, carrying out implied instructions, and handling problems in taking dictation and transcribing

13. To develop an understanding of the qualifications needed to be a stenographer, and an understanding of the opportunities for advancement

Suggested Content

A. Shorthand Alphabet and Principles
    1. Shorthand Theory
    2. Word-building Principles
    3. Shorthand Alphabet
    4. Geographical Expressions
    5. Brief Forms

B. Transcription Skill
    1. Punctuation
    2. Spelling
    3. Vocabulary Development
        a. Business Vocabulary Builder
        b. Similar-word Drills
        c. Language Studies
        d. Word Chains
        e. Grammar
        f. Typing Style Studies
            (1) Handling Numbers
            (2) Quantities
            (3) Dates
            (4) Addresses
            (5) Time of Day
            (6) Titles of Books and Booklets in Business Letters
            (7) Salutations and Closings
        g. Transcription Quiz
        h. Large Quantities of New-matter Dictation

C. Transcribing Techniques
    1. On-the-Job Problems in Taking Dictation and Transcription
    2. Office-style Dictation
    3. Judgment Placement of Copy
    4. Phrasing on the Job
    5. Model Letters

D. Reading and Writing Practice
   1. Mailable Transcripts
   2. Continuous Review of
      a. Theory
      b. Brief Forms
      c. Phrases
      d. Word Beginnings and Endings
      e. Geographical Expressions

E. Dictation from Persons Other Than the Teacher
   1. Members of the Class
   2. Members of the Faculty
   3. Records, Tapes, etc.

F. Outside Materials
   1. Magazine Articles
   2. Transcription Drills
   3. Letters for Mailable Transcripts
   4. Speed Building Material

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A Knowledge of Filing Rules and Records Systems

Introduction

Filing is one of the most frequently performed office activities. Without this office memory, business could not exist. Because of the increased volume of paperwork passing through business offices and the growing number of records created by data processing, an understanding of filing rules and records systems is vitally important. This unit of instruction is designed to provide the stenographer with a knowledge of the creation, use, maintenance, retention, protection, and disposition of business records.

Suggested Time Allotment

40 Clock Hours

Objectives

1. To develop an understanding of the need for records and ways in which they are created

2. To develop vocational competency in alphabetic filing

3. To develop proficiency in using other common filing systems

4. To develop a workable knowledge of filing procedures

5. To develop a knowledge and understanding of the various kinds of filing equipment and supplies

6. To develop an understanding of the transfer, storage, retention, protection, and disposition of records

Suggested Content

A. Filing and Indexing Rules
   1. Business Names
   2. Individual Names
   3. Schools, Churches, Government Offices
   4. Cross Referencing

B. Alphabetic Card and Correspondence Filing

C. Procedure in Alphabetic Correspondence Filing
   1. Inspection
   2. Coding
   3. Cross Referencing
   4. Sorting
   5. Placing Correspondence in Folders

D. Requisition, Charge, and Follow-up Controls
    1. Requisition Card
    2. Charge Methods
    3. Tickler File
    4. Facsimile Copies

E. Other Filing Systems
    1. Numeric
    2. Geographic
    3. Subject

F. Establishment and Maintenance of Filing Systems
    1. Records to be Filed
    2. Type of System to Use

G. Card Records and Systems
    1. Vertical
    2. Visible
    3. Rotary

H. Filing Equipment and Supplies
    1. Cabinets and open-shelf Files
    2. Rotary Card Files
    3. Guides, Folders, and Labels

I. Transfer, Storage, Retention, Protection, and Disposition
    1. Transfer Methods
        a. Perpetual
        b. Periodic
    2. Records Storage
    3. Records Retention
    4. Protection of Records
    5. Disposition of Records

J. Microfilm
    1. When to Use
    2. Reading and Printing
    3. Aperture Cards

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Anderson, Ruth I., New Perspectives in Education for Business, National Business Education Yearbook, National Business Education Association, Washington, 1963, pp. 61-62.

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Blackstone, Bruce I., _Secretarial Education With a Future_, The American Business Education Yearbook, Somerset Press, Somerset, New Jersey, 1962, pp. 97, 102, 104, and 360.

Griffin, Mary Claire, _Records Management_, Allyn and Bacon, Inc., Boston, 1964, 300 pp.

Guthrie, Mearl R., _Alphabetic Indexing_, South-Western Publishing Company, Cincinnati, 1965, 36 pp.

Selden, William; Straub, Lura; and Porter, Leonard, _Filing and Finding_, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1962, 122 pp.

A Knowledge of Mathematical Skills Required for Entry-level Stenographic Positions

Introduction

A knowledge of mathematical skills is required for entry-level stenographic positions. In addition to understanding the fundamental principles and processes of arithmetic, the stenographer needs to be able to apply mathematical skills to practical business problems.

This unit of instruction is designed to develop an appreciation and understanding of how mathematics may be used in the solution of business problems. It is also concerned with helping students develop habits of accuracy and neatness in organizing numerical information into orderly and systematic form.

Suggested Time Allotment

60 Clock Hours

Objectives

1. To provide further training in mathematics with emphasis on business activities

2. To develop an understanding of the mathematics used in solving business problems

3. To develop the ability to complete transactions involving fractions, decimals, percentages, interest rates, and discounts

4. To familiarize the student with methods of determining mark-up, mark-down, rate of return and the figuring of weights and measures

5. To develop proficiency in using short-cut methods of solving problems

6. To develop the habit of checking all solutions for reasonableness of results

Suggested Content

A. Cash Records
   1. Petty Cash Book
   2. Check Record
   3. Payroll

B. Finance
   1. Budgets
   2. Installment Buying and Selling
   3. Personal Finance

C. Purchasing
   1. Determining Unit Price
   2. Invoicing
   3. Billing
   4. Inventories

D. Commissions and Income
   1. Sales Slips
   2. Commissions on Sales

E. Borrowing
   1. Computing Interest
   2. Discounting Notes and Drafts

F. Savings and Investments
   1. Savings Accounts
   2. Stocks
   3. Bonds
   4. Real Estate
   5. Insurance

G. Taxes
   1. Property
   2. Sales
   3. Excise
   4. Social Security
   5. Federal Income Tax

H. Basic Small Business Records
   1. Ledgers
   2. Journals
   3. Balance Sheet
   4. Income Statement

I. Discounts
   1. Cash
   2. Trade
   3. Retail
   4. Wholesale

References

Huffman, Harry; Twiss, Ruth M.; and Whale, Leslie J., Arithmetic for Business and Consumer Use, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 253-272.

Piper, Edwin B.; Gardner, Randolph S.; and Gruber, Joseph, Applied General Mathematics, South-Western Publishing Company, Cincinnati, 1960, 554 pp.

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Tonne, Herbert A.; Popham, Estelle L.; and Freeman, M. Herbert, Methods of Teaching Business Subjects, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 253-271.

A Working Knowledge of Business Machines

Introduction

An understanding of the operation of the various types of business machines is an important body of knowledge needed by the well-trained office worker. In addition to gaining a familiarity with a wide range of business machines, the stenographer should develop enough skill in the operation of the most frequently used ones to perform the stenographic duties in an entry-level position.

Suggested Time Allotment

50 Clock Hours

Objectives

1. To provide a general understanding of a wide range of business machines and to develop initial employment skill on the most frequently and extensively used ones

2. To develop finger dexterity, coordination of eye and hand movements, and a sense of judgment in evaluating the reasonableness of the solution

3. To apply mathematical concepts and short-cut methods to the solution of business problems

Suggested Content

A. Adding Machines
   1. Full Keyboard
   2. Ten Key

B. Rotary Calculators

C. Printing Calculators

D. Key-driven Calculators

E. Voice Transcribers

F. Copiers
   1. Dry Process
   2. Liquid Process

G. Mailing Machines
   1. Preparation
   2. Handling

H. Other Business Machines
  1. Folding
  2. Collator
  3. Binding

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 439-444.

Swanson, Edwin A., "New Media in Teaching Business Machines," New Media in Teaching the Business Subjects, National Business Education Yearbook, National Business Education Association, Washington, 1965, pp. 161-169.

A Thorough Understanding of the Duplicating Processes

Introduction

It is essential that the stenographer thoroughly understand the most common duplicating processes in order to produce clean, clear copies of materials used in the business office. It has become a common practice in many offices to duplicate most of their materials. A thorough understanding of the duplicating processes will enable the stenographer to produce copies with a minimum of time, effort, and expense.

Suggested Time Allotment

20 Clock Hours

Objectives

1. Fluid Process Duplication
    a. To develop proficiency in preparing masters
    b. To develop proficiency in operating the duplicator
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of fluid duplicating machines

2. Ink Process Duplication
    a. To develop proficiency in preparing stencils on the typewriter and on the mimeoscope
    b. To develop proficiency in operating the mimeograph
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of mimeograph machines

3. Offset Process Duplication
    a. To develop proficiency in preparing masters
    b. To acquaint the student with the operation of a simple offset duplicator

Suggested Content

A. Fluid Process Duplication
    1. Preparation of the Master
        a. Layout
        b. Use of the Typewriter
        c. Color Work
        d. Drawing
    2. Proofreading
    3. Corrections
    4. Operation of the Fluid Process Duplicator
    5. Assembly of Duplicated Materials
    6. A Knowledge of Related Fluid Duplicating Machines

B. Ink Process Duplication
   1. Typewriter Adjustments
   2. Stencil Assembly
   3. Preparation of the Stencil
   4. Layout of the Stencil
      a. Manuscript
      b. Postal Card
      c. Four-page Folder (Bulletin Stencil)
      d. Ruled Forms
   5. Use of Styli, Lettering Guides, and Screen Plates
   6. Proofreading
   7. Corrections
   8. Operation of the Mimeograph
      a. Machine Adjustments
      b. Color Work
   9. Assembly of Duplicated Materials
   10. A Knowledge of Related Ink Process Duplicating Machines

C. Offset Process Duplication
   1. Typewriter Adjustments
   2. Layout
   3. Preparation of the Master
      a. Paper
      b. Metal
   4. Proofreading
   5. Corrections
   6. Operation of a Simple Offset Duplicator
      a. Inking
      b. Attach Master and Apply Solution Needed
      c. Inking Master
      d. Transfer of Image to Rubber Blanket
      e. Run Copies
      f. Clean Machine with Solution and Cleaner Sheets

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 225-227.

Techniques of Mimeographing, A. B. Dick Company, Chicago, 1958, OP-1--A-12 pp.

Techniques of Offset, A. B. Dick Company, Chicago, 1964, 51 pp.

An Understanding of the Operation of the American Business and Economic System

Introduction

A general understanding of the American business and economic system is necessary for the successful performance of stenographic duties. This unit of instruction is primarily designed to provide a general understanding of the American business and economic system--business, industry, labor, and government. More specifically it is concerned with developing an understanding of the nature of supply and demand, economic growth, government participation in business, and the organization and operation of other economic systems.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an understanding of basic economic principles, problems, and concepts
2. To develop an understanding of prices, profits, and markets
3. To develop an understanding of economic growth
4. To develop an understanding of the role of government in economic activities
5. To develop an understanding of the organization and operation of other economic systems
6. To develop an understanding of the nature of business organization
7. To develop an understanding of the role of labor unions and collective bargaining
8. To develop an understanding of how money and banking needs are satisfied
9. To develop an understanding of income distribution
10. To develop an appreciation of the role of American business in foreign trade

Suggested Content

A. The Individual and Modern Economics
  1. Problems of Scarcity
    a. Satisfaction of Human Wants
    b. Using Resources to Satisfy Wants
  2. The Need for and Ways of Economizing
    a. Production of Goods and Services
    b. Distribution of Goods and Services
    c. Ways of Economizing
  3. The Role of the Individual in Economics
    a. Saving and Spending of Money
    b. Employment, Voting, and Taxes
    c. Capacity of Consumer and Producer
    d. Personal Decisions

B. Prices, Profits, and Markets
  1. Resources
    a. Labor Resources
      (1) Size of Labor Force
      (2) Participation of Different Groups
      (3) Levels of Educational Achievement
      (4) Productivity
    b. Capital Resources
      (1) Total and Per Worker Stock of Capital
      (2) "Real" Net Investment
      (3) Development and Adoption of New Ideas or Innovations
      (4) Factors Which Determine Change
    c. Natural Resources
      (1) Availability of Natural Resources
      (2) Changing Technology and Increased Use of Natural Resources
    d. Entrepreneurship
      (1) Production and Organization of Goods and Services in Anticipation of Profits
      (2) Economic, Political, and Social Entrepreneurial Behavior
  2. The Competitive Market System
    a. Production in Anticipation of Profits
    b. The Nature of Competition in Our Economy
    c. Pressures of Price Competition in the Product Market

C. Economic Growth
  1. Facts and Factors Underlying Economic Growth
  2. Comparison of the Economic Growth of Underdeveloped Countries with That of the United States

D. The Role of Government in Economic Activities
   1. History of Government Concern and Involvement in Economic Activities
   2. Regulatory Activities of Government and Their Effect on Allocation and Distribution of Our Resources
   3. Evaluating the Role of Government in Our Economy
      a. Federal
      b. State
      c. Local

E. Organization and Operation of Other Economic Systems
   1. Fundamental Problems Facing All Economic Systems
   2. Comparison of the Ways in Which the Capitalist and Communist Economic Systems Solve Their Major Economic Problems
   3. Comparison of the Standard of Living Provided by the Different Economic Systems

F. Nature of Business Organization
   1. Various Forms of Business Organization
   2. The Problems of Big Business
   3. Government Regulation

G. The Role of Labor Unions and Collective Bargaining
   1. The Labor Movement, the Relationship Between Labor and Government, and Labor and Management
   2. An Analysis of the Extent to Which Labor Influences Economic Systems

H. The Functions and Character of the Money and Banking Systems
   1. The Performance of the Money and Banking Systems in a Complex Industrial Society
   2. Monetary Supply and the Federal Reserve Banking System

I. Income Distribution
   1. Sources and Types of Income and Their Proportion of the Total
   2. Factors Which Determine Incomes
   3. Effect of Government Action on Income Distribution
   4. Effect of Income Differences

J. The Role of American Business in Foreign Trade
   1. Importance of Foreign Trade
   2. Problems Involved in Making International Payments
   3. Barriers to World Trade
   4. Assistance to Underdeveloped Areas

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Driscoll, Paul, and Lindholm, Richard W., Our American Economy, Harcourt, Brace and World, Inc., New York, 1962, 499 pp.

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Some Concepts Essential to a Basic Understanding of Economics, Monograph No. 110, South-Western Publishing Company, Cinncinnati, 1964, 41 pp.

Suggested Procedures and Resources for a Minimum Course in Economics, Curriculum Development, Series No. 4, Pennsylvania Department of Public Instruction, Harrisburg, 1957, 39 pp.

Toward Better Economic Education, Monograph No. 104, South-Western Publishing Company, Cincinnati, 1961, 15 pp.

Mastery of Grammar, Spelling, and Punctuation

Introduction

The effective use of English contributes to personal, social, and business success. Grammar, spelling, and punctuation are basic tools of communication which are essential for the successful performance of stenographic duties.

The correct use of grammar and punctuation enables the reader to clearly understand the contents of the message. Correct spelling prevents misinterpretations on the part of the reader and eliminates the necessity for deciphering.

The proper use of grammar, spelling, and punctuation enhances the company image whereas the improper use of these basic tools of communication destroys the confidence and good will which the company has built.

This unit of instruction is designed to enable students to develop a mastery of grammar, spelling, and punctuation--not just an appreciation or general understanding of them.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an understanding of the importance of the correct use of grammar, spelling, and punctuation

2. To develop correct English usage and its application to business situations

3. To develop an extensive vocabulary (business and general)

4. To develop the ability to spell correctly

5. To develop the ability to punctuate correctly

6. To develop the habit of checking the proper sources of information when in doubt about the use of grammar, spelling, and punctuation

7. To develop the ability to proofread and to develop an understanding of the cost of grammar, spelling, and punctuation errors to business

Suggested Content

A. Grammar Review
  1. Sentence Structure
  2. Nouns
  3. Pronouns
  4. Verbs
  5. Adjectives
  6. Adverbs
  7. Prepositions
  8. Conjunctions

B. Spelling
  1. Homonyms
  2. Similar Words
  3. Compound Words
  4. Prefixes and Suffixes
  5. Borrowed, Coined, and Recent Words
  6. Hyphenated Words
  7. Emphasis on Commonly Misspelled Words
  8. Geographical Names

C. Punctuation
  1. Period
  2. Comma
  3. Semicolon
  4. Colon
  5. Question Mark
  6. Exclamation Point
  7. Apostrophe
  8. Quotation Marks
  9. Dash
  10. Parentheses
  11. Hyphen

D. Use of Dictionary
  1. Verify Spelling
  2. Pronunciation
  3. Meaning of Words
  4. Word Division
  5. Foreign Words and Phrases
  6. Prominent Persons and Important Places
  7. Correct Abbreviations
  8. Capitalization

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Aurner, Robert, and Burtness, Paul, Effective English for Business. South-Western Publishing Company, Cincinnati, 1962, 664 pp.

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Stewart, Marie M., and others, Business English and Communications, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1961, 564 pp.

The Ability to Communicate Orally and in Writing

Introduction

The ability to communicate is vitally important in an entry-level stenographic position. The initial contact with a company is through oral or written communication. Good will and improved human relations are developed through effective business communications. The organization of thoughts, an extensive vocabulary, and an understanding of people's reactions are essential for effective oral communication. A working knowledge of written communication, such as letters, memorandums, and reports, is necessary because written communications are the personal representatives of the company.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an appreciation of the importance of oral and written communication

2. To develop the facility for organizing thoughts for oral and written presentation

3. To develop an understanding of the principles necessary for effective communication and to provide the opportunity for practical application of these principles

4. To develop an understanding of how and why people react as they do and how to win a favorable response

5. To provide an opportunity for vocabulary improvement

6. To acquire a knowledge of the mechanics of written communication

7. To develop an understanding and appreciation of the importance of being a good listener

Suggested Content

A. Oral Communication
   1. Organization of Ideas
   2. Vocabulary
      a. Business Terms
      b. Word Usage
   3. The Art of Conversation
   4. Use of the Telephone
   5. Making and Canceling Appointments

6. Introductions
    a. People
    b. Ideas
7. Instructions and Explanations
8. Listening
    a. Conversations
    b. Interviews

B. Written Communication
  1. Organization of Ideas
      a. Outline
      b. Sentence Structure
      c. Paragraphs
  2. Vocabulary
      a. Business Terms
      b. Word Usage
  3. Legible Handwriting
  4. Messages
      a. While the Employer is Out
      b. Telephone
  5. Letters
      a. Acknowledgment
      b. Making and Canceling Appointments
      c. Inquiry
  6. Interoffice Memorandums
      a. Within the Office
      b. Among the Branches
  7. Instructions and Explanations

References

Aurner, Robert R., and Burtness, Paul S., Effective Business English, South-Western Publishing Company, Cincinnati, 1962, pp. 349-500.

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Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W., Business English and Communications, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964, pp. 181-423.

Stewart, Marie M., and others, Business English and Communication, Gregg Publishing Division, McGraw-Hill Book Company, Inc. Chicago, 1961, pp. 310-543.

A Knowledge of Bookkeeping Theory, Terminology, and Commonly Used Business Forms and Records

Introduction

A basic knowledge of bookkeeping provides an understanding of the language and problems of business and an insight into the organization and operation of the American business and economic system. A knowledge of bookkeeping also makes the reading and understanding of business and economic information more comprehensible. Stenographers need an understanding of bookkeeping terms, principles, and concepts since they are constantly using them in the performance of their tasks.

This unit of instruction in bookkeeping is designed to give the vocational stenographic student a basic understanding of bookkeeping terminology and commonly used business forms and records. More specifically this unit should be designed to develop an understanding of the different forms of business organization and ownership, commonly used bookkeeping terminology, and the simpler types of records that stenographers are frequently required to keep.

Suggested Time Allotment

60 Clock Hours

Objectives

1. To develop an understanding of bookkeeping terminology

2. To develop the ability to interpret and analyze business papers and records

3. To develop an understanding of some of the problems and characteristics of a business organization

4. To develop an understanding of the bookkeeping cycle so that the students may see the relationship of each step in the cycle to all the other steps

5. To develop the qualities of neatness, orderliness, thoroughness, and accuracy

Suggested Content

A. Starting a Bookkeeping System
    1. Introduce the Beginning Balance Sheet
    2. Explain Assets
    3. Explain Liabilities
    4. Explain Proprietorship

B. Opening Entry
   1. Recording Beginning Balance Sheet
   2. Explanation of General Journal
   3. Recording of Opening Entry
   4. The Concept of Debits and Credits

C. Posting the Opening Entry
   1. Need for Ledger Accounts
   2. Form of the Account
   3. Chart of Accounts
   4. Posting
   5. Finding Account Balances

D. Determining Debits and Credits
   1. Increase and Decrease of Tranactions
   2. Income Tranactions
   3. Expense Tranactions

E. Journalizing Business Tranactions
   1. Describing Recording Tranactions from Immediate Records
   2. Journalizing
   3. Explanation of Cash Journal
   4. Footing and Ruling Accounts
   5. Proving Cash

F. Posting
   1. Individual Entries
   2. Posting Totals from Journals
   3. Recording Increases and Decreases in Account Balances

G. Proving the Accuracy of Posting
   1. Explanation of Trial Balance
   2. Footing Accounts
   3. Finding and Correcting Errors

H. Six Column Worksheet
   1. Interpreting Trial Balance
   2. Construction and Analysis of Worksheet
   3. Finding Net Income

I. Income Statement and Balance Sheet
   1. Need for Financial Statements
   2. Explanation of Income Statement
   3. Explanation of Balance Sheet
   4. Forms of Balance Sheet

J. Closing the Ledger
    1. Income and Expense Summary Account
    2. Closing Income and Expense Accounts
    3. Closing Income and Expense Summary Account
    4. Closing and Ruling Ledger
    5. Post Closing Trial Balance
    6. Summary of the Bookkeeping Cycle

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Tonne, Herbert A.; Popham, Estelle L.; and Freeman, M. Herbert, Methods of Teaching Business Subjects, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 212-249.

An Understanding of Commonly Used Legal Terminology and Documents

Introduction

An appreciation of commonly used legal terminology and documents is an essential part of the general education of all people in a democratic society. For the stenographic student an understanding of the principles of business law is necessary, since there are many legal terms and documents involved in business transactions.

This unit of instruction is designed to provide stenographic students with a working knowledge of commonly used legal terminology and documents.

Suggested Time Allotment

60 Clock Hours

Objectives

1. To develop a legal vocabulary adequate for entry-level stenographic positions
2. To develop respect for laws and the realization that they exist for the protection of society
3. To develop an understanding of the organization and jurisdiction of the different courts
4. To develop a clear understanding of the legal relationship between business groups
5. To develop an understanding of commonly used legal documents
6. To develop an understanding of the legal rights of the employer and the employee
7. To develop a realization that there are times when a competent legal authority should be consulted

Suggested Content

A. The Nature of Law
   1. What is Meant by Law
   2. How Law Began
   3. Why Law is Needed

B. How the Law Operates (Courts--What They Are and What They Do)
   1. Federal
   2. State
   3. County

4. Municipal
5. Special Courts (such as Traffic Courts)
6. Special Boards and Commissions
7. Trial Procedures
8. Settlements Made Out of Court

C. Business Crimes
   1. Unfair Trade Practices
   2. Restraint of Trade
   3. Monopoly
   4. Criminal Intent
   5. Fraud
   6. Forgery
   7. Burglary
   8. Larceny
   9. Robbery
   10. Embezzlement
   11. Bribery
   12. Accepting Stolen Goods
   13. Conspiracy
   14. Arson
   15. Perjury
   16. Contempt of Court

D. Contracts
   1. Simple
   2. Formal
   3. Express and Implied
   4. Offer and Acceptance
   5. Competency or Incompetency to Contract
      a. Married Women
      b. Infants
      c. Insane Persons
      d. Drunkards
      e. Spendthrifts
      f. Aliens
      g. Convicts
      h. Corporations
   6. Consideration
   7. Legal Subject Matter
   8. Promises Under Seal
   9. Contracts Requiring Special Form
   10. Transferring Contracts
   11. Performance and Breach
   12. Discharged by Operation of the Law
   13. How to Draw Up a Contract
      a. Loans
      b. Installment Buying
   14. Proving an Oral Contract

E. Insurance
  1. The Nature of Insurance
  2. Life Insurance
  3. Property Insurance
  4. Types of Insurance Companies
  5. Warranty, Guarantee, Suretyship
  6. Assignment of Insurance Policies

F. Sales
  1. Sales Contracts (oral and written)
  2. Installment Sales
  3. Consignment of Goods
  4. Lease of Goods
  5. Chattel Mortgage
  6. Uniform Sales Act
  7. Bulk Sales Act
  8. Auction Sales
  9. When Ownership Transfers from Seller to Buyer

G. Negotiable Instruments
  1. Checks
  2. Drafts
    a. Time
    b. Sight
  3. Notes
  4. Bonds
  5. Bills of Exchange
  6. Indorsements

H. Types of Business Organizations
  1. Sole Proprietorship
  2. Partnership
    a. How Partnerships are Formed and Terminated
    b. Rights of the Partners
  3. Corporation
    a. The Nature of Corporations
    b. How Corporations are Formed and Terminated
    c. How Corporations Operate
    d. Rights of Stockholders
    e. Powers of a Corporation

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The Ability to Work Effectively with Employees at All Levels

Introduction

No problem today is more urgent than that of establishing effective human relations. In addition to developing stenographic skills to a high level, there is a need to develop the ability to work harmoniously and productively with employees at all levels.

Too little attention is often given to the area of human relations since many people feel that this is an intangible subject and can only be developed by experience and the use of common sense.

This unit of instruction is designed to provide the students with an understanding of the importance of effective human relations and to develop those human relations skills required for entry-level stenographic positions.

Suggested Time Allotment

20 Clock Hours

Objectives

1. To understand the meaning and importance of human relations to business success
2. To understand the relationship of the worker to his employer, to his fellow workers, and to all other persons contacted through his employment
3. To develop an interest in others and to tolerate opinions of others
4. To understand the importance of sincerity in all dealings with business associates
5. To develop a positive attitude toward work to be completed
6. To develop respect for company rules and policies
7. To develop the habit of expressing appreciation to others
8. To develop self-confidence
9. To develop the ability to accept suggestions for improvement from fellow workers

Suggested Content

- A. Understanding Human Relations
  - 1. Attitudes
  - 2. Behavior
  - 3. Basic Needs
    - a. Sustaining Life
    - b. Physical Needs
    - c. Love
    - d. Esteem
    - e. Self-realization
  - 4. Social Demands and Pressures

- B. Development of Effective Human Relations
  - 1. Friendliness
  - 2. Self-esteem
  - 3. Prestige
  - 4. Pride
  - 5. Self-regard
  - 6. Praise
  - 7. Positive Attitude
  - 8. Happiness
  - 9. Close Friends of Both Sexes
  - 10. Punctuality

- C. Relationship of Employee to People and Work
  - 1. Greeting People Pleasantly
  - 2. Remembering Names and Association of Faces
  - 3. Listening to What Others Have to Say
  - 4. Showing Appreciation to Others
  - 5. Using Suggestions Rather Than Demands
  - 6. Tolerating Opinions of Others
  - 7. Being Sincere in Dealings with Others

- D. Job Efficiency
  - 1. Confidence
  - 2. Self-encouragement
  - 3. Initiative with Judgment
  - 4. Constructive Inventiveness
  - 5. Respect for Company Rules and Policies
  - 6. Memory and Concentration

- E. Emotional Control
  - 1. Tension
  - 2. Composure
  - 3. Open-mindedness
  - 4. Mature Attitudes
    - a. Accepting Criticism
    - b. Admitting Shortcomings
    - c. Taking Orders
    - d. Accepting Unpleasant Tasks
    - e. Avoiding Self-pity

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The Ability to Adapt to Changing Work Situations

Introduction

It is difficult for even the most modern school to keep abreast of the changes and inventions in business. Occupational changes may result from automation, economic conditions, legislation, or reorganization of business enterprises.

Because of the wide range of entry-level stenographic positions, the stenographic program is designed to provide students with the most commonly and frequently used stenographic knowledges, skills, and competencies.

Since it is difficult to prepare students for the different kinds of tasks which will be encountered in entry-level positions, it is essential that they develop the ability to adapt to changing work situations.

Suggested Time Allotment

5 Clock Hours

Objectives

1. To develop an awareness of the inevitability of change in stenographic duties.

2. To develop an understanding of the effect of changes in stenographic duties on the business organization

3. To develop the ability to adapt to changing work situations

Suggested Content

A. Inevitability of Change in Stenographic Duties
   1. Educational Revolution
   2. Population Increase
   3. Knowledge Explosion

B. Effect of Changes in Stenographic Duties on the Business Organization
   1. Automation
   2. Reorganization of Job Classifications
   3. Social Responsibility of the Business Organization

C. Adapting to Changing Work Situations
   1. Business Principles and Concepts
   2. Relationship of Positions Within the Business Organization
   3. Individual Acceptance and Understanding of Changes in Job Assignments

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Brady, Mary M.; Ream, Roland R.; and Halstead, T. E., "Preparing Students for the Automated Offices," American Business Education, 18:146-151, March, 1962.

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An Understanding of the Importance of Responsibility and Dependability in the Business Office

Introduction

Responsibility and dependability are often mentioned as two of the most desirable personal qualities that stenographic workers should possess. Businessmen frequently complain that beginning workers do not possess these personal qualities and that business organizations suffer as a result.

While these desirable personal traits of responsibility and dependability can and should be taught in connection with subject matter content, this unit of instruction is specifically designed to provide the student with a deeper appreciation and understanding of the importance of these qualities in the performance of stenographic duties.

Suggested Time Allotment

15 Clock Hours

Objectives

1. To develop an understanding of the importance of thoroughness
2. To develop the habit of checking all work for accuracy
3. To develop the habit of working without constant supervision
4. To develop the habit of performing tasks that do not seem to be the responsibility of any particular employee
5. To develop the courage to admit errors and take responsibility for them

Suggested Content

A. Thoroughness
   1. Understanding of Problem or Job
   2. Proper Planning
   3. Completion of Problem or Task
   4. Follow-up of Results

B. Checking for Accuracy
   1. Importance of Checking for Accuracy
   2. Common Stenographic Errors
   3. Stenographic References and Manuals

C. Working Independently
   1. Understanding Instructions
   2. Organization of Work
   3. Work Without Assistance
   4. Use Sound Logic and Reasoning

D. Responsibility for Unassigned Tasks
   1. Initiative
   2. Resourcefulness
   3. Reliability

E. Responsibility for Unsuccessful Performance
   1. Admission of Errors
   2. Acceptance of Responsibility for Errors
   3. Corrective Action

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Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, 618 pp.

Gregg, John Robert, and others, Applied Secretarial Practice, Gregg Publishing Division, McGraw-Hill Book Company, Chicago, 1962, 499 pp.

Russon, Allien, Business Behavior, South-Western Publishing Company, Cincinnati, 1964, 304 pp.

An Understanding of Proper Personal Conduct for the Business Office

Introduction

An office worker's success is largely determined by the presence or absence of desirable personal qualities. It has been found in a number of surveys that more beginning office workers lose their jobs because of poor personal qualities and traits than because of lack of basic business skills. Because of the important role which desirable personal qualities play in the successful performance of office jobs, it is necessary for students to understand and develop these qualities.

While the development of desirable personal qualities and traits is the responsibility of all teachers, experience has proved that some of the desirable qualities and traits are not emphasized to the point where students actually develop them; therefore, this unit of instruction is suggested to make certain that vocational stenographic students are made aware of desirable personal qualities and given an opportunity to develop them.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To encourage the improvement of personality traits through self-analysis
2. To develop an understanding of the importance of human relations for business success
3. To develop an awareness of the necessity for being loyal, tactful, pleasant, and honest
4. To develop an awareness of the necessity for good relationships with the employer and fellow workers through courteous behavior and discretion
5. To develop a personality that will contribute to business success

Suggested Content

A. Courtesy
  1. Politeness and Respectfulness
  2. Business-like Manner
  3. Consideration for the Feelings of Others
  4. Pleasant, Appropriate Language

B. Tact
  1. Does and Says the Right Thing
  2. Avoids Being Abrupt

C. Discretion
  1. Diplomacy in Dealings With Others
  2. Foresight
  3. Cautious Conduct
  4. Fair Judgment of Others

D. Poise
  1. Self-assuredness
  2. Not Timid, Shy or Aggressive
  3. Not too Much Introspection

E. Honesty
  1. Sense of Values
  2. Distinction Between Right and Wrong
  3. Straightforwardness and Fairness of Conduct and Speech
  4. Integrity and Truthfulness

F. Confidence
  1. Trustworthiness
  2. Sincerity

G. Loyalty
  1. Works Faithfully
  2. Dependable in Actions
  3. Avoids Unwarranted Criticism

H. Judgment
  1. Common Sense
  2. Discretion

I. Pleasantness
  1. Works Harmoniously
  2. Avoids Showing Hostility Toward Others

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Agnew, Peter, and Meehan, James, Clerical Office Practice, South-Western Publishing Company, Cincinnati, 1955, 566 pp.

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Russon, Allien, *Business Behavior*, South-Western Publishing Company, Cincinnati, 1964, 304 pp.

A Knowledge of Proper Grooming and Attire for the Business Office

Introduction

In order to be successful in the business office, effective personal appearance is of basic importance. Proper grooming and attire create an "image" of the employee's personal habits, attitudes, and goals. Good health and cleanliness are essentials for good grooming. Clothing which is conservative, comfortable, and simple in style is recommended for the business office. In addition to selecting a wardrobe suitable for the occasion, the stenographer's posture while sitting, standing, or walking can affect her whole appearance. Good posture helps develop a feeling of poise and self-confidence. This unit of instruction is designed to provide students with a knowledge of proper grooming and attire for the business office.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To develop an understanding of appropriate personal appearance
2. To develop an understanding of the need for proper grooming
3. To develop an understanding of proper selection and care of clothing
4. To develop an understanding of the necessity for good health and cleanliness
5. To develop an understanding of poise and self-confidence
6. To develop an appreciation of the importance of good posture

Suggested Content

A. Attire
  1. Dress (From Head to Toe)
    a. Selection
    b. Comfort (Good Fit)
    c. Suitability
    d. Color
    e. Style
  2. Accessories
    a. Millinery
    b. Gloves
    c. Handbags
    d. Jewelry

3. Care
   a. Everyday Laundering
   b. Dry Cleaning
4. Foundation Garments
   a. Selection
   b. Care

B. Grooming
   1. Hair
      a. Care
      b. Style
      c. Wig
   2. Face
      a. Care
      b. Makeup
         (1) Selection
         (2) Application
   3. Mouth and Teeth
      a. Everyday Care
      b. Dental Checkup
   4. Hands
   5. Feet and Legs

C. Health
   1. Cleanliness
      a. Daily Shower
      b. Deodorant
   2. Diet
   3. Exercise and Relaxation
   4. Sleep
   5. Mental Health
      a. Religion
      b. Cultural Interests
   6. Regular Physical and Dental Checkups

D. Posture
   1. Attractive Appearance
   2. Endurance (Avoid Fatigue)
   3. Self-confidence

References

Agnew, Peter L., and Meehan, James R., *Secretarial Office Practice*, South-Western Publishing Company, Cincinnati, 1960, pp. 15-19.

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Success Insurance, Milady Publishing Corporation, New York, 1965, 29 pp.

An Understanding of the Importance of Taking the Initiative, Exhibiting Interest in the Work and the Company, and Being Efficient and Resourceful

Introduction

Because of the competitive nature of American business and because of the pressures on administrative personnel, there is a tremendous need for office workers who are able to visualize the work that needs to be done and who will take the necessary steps to complete it.

With the introduction of automation in the business office, there is a need for stenographers who are highly efficient and who are able to visualize various approaches and methods for solving office problems.

This unit of instruction is primarily designed to provide the student with an understanding of the importance of taking the initiative, exhibiting interest in the work and in the company, and being efficient and resourceful in the performance of stenographic duties.

Suggested Time Allotment

5 Clock Hours

Objectives

1. To develop an appreciation of the importance of taking the initiative in performing stenographic duties

2. To develop an understanding of the importance of exhibiting interest in the work and the company

3. To develop a realization of the necessity for efficiency in the performance of stenographic duties

4. To develop an understanding of the importance of being resourceful in the performance of stenographic duties

Suggested Content

A. Initiative
   1. The Need for Taking the Initiative
   2. Visualizing the Work to be Done
   3. Completing the Job

B. Exhibiting Interest in the Work and the Company
  1. The Necessity for Showing Interest in the Work and the Company
  2. Ways of Exhibiting Interest in the Work and the Company
  3. Outcomes of Exhibiting Interest in the Work and the Company

C. Efficiency
  1. Understanding the Nature of Efficiency
  2. Development of Efficient Routines and Systems
  3. Tangible Results of Efficiency

D. Resourcefulness
  1. Understanding the Nature of Resourcefulness
  2. Development of Resourcefulness
  3. Outcomes of Resourcefulness

An Awareness of the Importance of Self-improvement and the Necessity for Upgrading Stenographic Knowledges, Skills, and Competencies

Introduction

Because of the changing nature of stenographic duties and the constant upgrading of the level of education required for the performance of those duties, it is essential that stenographic students understand the importance of self-improvement and the necessity for the continuous upgrading of their stenographic knowledges, skills, and competencies.

Suggested Time Allotment

5 Clock Hours

Objectives

1. To develop an understanding of the importance of constant self-improvement

2. To develop an awareness of the necessity for upgrading stenographic knowledges, skills, and competencies

Suggested Content

A. Self-improvement
    1. Understanding of Self-improvement
    2. Need for Self-improvement
    3. Keeping Abreast of Changes in Stenographic Areas

B. Upgrading Stenographic Knowledges, Skills, and Competencies
    1. The Need for Upgrading Stenographic Knowledges, Skills, and Competencies
    2. Methods of Upgrading Stenographic Knowledges, Skills, and Competencies
        a. Night School
        b. Company Improvement Programs
        c. Professional Meetings and Organizations
        d. Independent Study

C. Benefits from Upgrading Stenographic Knowledges, Skills, and Competencies
    1. Advancements and Promotions
    2. Higher Salaries
    3. Job Security

The "Plan VI" High School Vocational Stenographic Program

Typewriting Skill Acceptable for Entry-level Stenographic Positions

Introduction

A high degree of typewriting skill is of primary importance to the stenographer. It serves as a basic tool for nearly all stenographic work. The stenographer must be able to produce typewritten copies accurately and rapidly. The ability to organize materials and the application of proper typewriting techniques are necessary for the performance of a majority of stenographic duties. The use of good judgment and resourcefulness are important factors in the application of typewriting skills and techniques. This unit of instruction is designed to provide stenographic students with a high degree of typewriting skill which will enable them to meet office production standards.

Suggested Time Allotment

360 Clock Hours

Objectives

1. To develop vocational typewriting skill for entry-level positions
2. To develop the techniques necessary for the efficient operation of the typewriter
3. To develop proficiency in typing numbers and symbols
4. To develop proficiency in the manipulation of typewriter parts
5. To develop the ability to proofread carefully and to make neat corrections
6. To develop the ability to compose and take dictation at the typewriter
7. To develop the ability to organize materials, follow oral and written instructions, and employ good work habits
8. To develop good judgment in arranging typewritten material
9. To develop a high level of competency in the use of syllabication, capitalization, and punctuation rules

10. To apply typewriting skills, knowledges, and techniques to a variety of office production jobs

11. To develop the habit of properly caring for valuable equipment

Suggested Content

A. Basic Typewriting Skills and Techniques
    1. Mastery of the Typewriter Keyboard, Including Numbers and Symbols
    2. Parts of the Typewriter
    3. Posture
    4. Stroking Technique
    5. Carriage Return

B. Typing for Speed
    1. Short, Intensive Drills
    2. Guided Writings
    3. Word Dictation
    4. Continuity Practice
    5. Timed Writings

C. Typing for Control
    1. Technique Improvement
    2. Guided Writings
    3. Corrective Practice
    4. Continuity Practice
    5. Timed Writings

D. Letter Styles
    1. Block
    2. Modified Block Without Paragraph Indentions
    3. Modified Block With Paragraph Indentions
    4. NOMA Simplified

E. Letter Punctuation Styles
    1. Open
    2. Mixed

F. Opening Lines of Letters
    1. Return Address
    2. Date Line
    3. Copy Notation
    4. Mailing Notation
    5. Inside Address
    6. Attention Line
    7. Appropriate Salutation
    8. Subject Line

G. Body of the Letter
    1. Enumerated Items
    2. Indented Quotation

H. Closing Lines of Letters
    1. Appropriate Complimentary Close
    2. Company Name
    3. Signature
    4. Reference Initials
    5. Name of the Dictator Typed in the Reference Initials
    6. Enclosure Notation
    7. Carbon Copy Notation
    8. Postscript

I. Envelopes
    1. Return Address
    2. Placement of the Address
        a. Size of the Envelope
        b. Length of the Address
    3. Chain Feeding
        a. Front
        b. Back
    4. Folding of Letters
        a. Small
        b. Large
        c. Window
    5. Special Notations
        a. Mailing Notations
            (1) Airmail
            (2) Special Delivery
            (3) Registered
        b. Address Notations
            (1) Attention
            (2) Hold for Arrival
            (3) Personal

J. Miscellaneous Letters
    1. Form Letters
    2. Two-page Letters
    3. Interoffice Memorandums
        a. Within the Office
        b. Among the Branches
    4. Letters on Off-size Stationery
        a. Half-page Letters
        b. Executive
        c. Government
    5. Letters With Tabulations
    6. Letters With Carbon Copies

K. Manuscripts
   1. Margins
   2. Placement of Page Numbers
   3. Spacing
   4. Title Page
   5. Table of Contents
   6. Headings
      a. Primary
      b. Secondary
   7. Proofreader's Marks
   8. Quotations
      a. Short
      b. Long
   9. Enumerated Items
   10. Footnotes
   11. Bibliography

L. Tabulation
   1. Mathematical Placement
   2. Backspace-centering Placement
   3. Judgment Placement
   4. Tables
      a. Open
      b. Ruled
      c. Boxed
   5. Headings
      a. Main
      b. Secondary
      c. Columnar
   6. Footnotes

M. Composing at the Typewriter
   1. Short Answers
   2. Paragraphs
   3. Short Themes

N. Dictation at the Typewriter
   1. Phrases
   2. Sentences
   3. Letters

O. Office Forms
   1. Invoices
   2. Credit Memorandums
   3. Checks
   4. Bills of Lading
   5. Payroll Forms
   6. Purchase Orders
   7. Telegrams
   8. Itineraries

    9. Reports
    10. Cards
        a. Index
        b. Postal

P. Financial Statements
    1. Profit and Loss Statement
    2. Balance Sheet

Q. Legal Documents
    1. Will
    2. Lease
    3. Proxy
    4. Contract
    5. Mortgage
    6. Articles of Agreement
    7. Affidavit
    8. Power of Attorney

R. Applying for a Position
    1. Letter of Application
    2. Personal Data Sheet
    3. Employment Tests

S. Grammar
    1. Syllabication
    2. Capitalization
    3. Punctuation

T. Miscellaneous Information
    1. Leaders
    2. Ruling
    3. Symbols Not on the Typewriter

U. Care of the Typewriter
    1. Cleaning
    2. Minor Repairs

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Woodward, Theodore, and Moseley, Eugenia, "Basic Typewriting," Secretarial Education With a Future, American Business Education Yearbook, Somerset Press, Somerset, New Jersey, 1962, pp. 231-259.

Transcription Skill Acceptable for Entry-level Stenographic Positions

Introduction

Transcription is one of the basic stenographic skills. A high level of transcription skill is essential for entry-level stenographic positions. In the performance of stenographic duties, transcription is one of the most frequently and extensively used skills. Grammar, punctuation, spelling, efficient work habits, and an appreciation of proper office behavior should be integrated in this unit.

This unit of instruction is primarily concerned with the development of transcription skill for entry-level stenographic positions.

Suggested Time Allotment

360 Clock Hours

Objectives

1. To develop a mastery of the shorthand alphabet and principles
2. To develop the student's ability to write legible notes that he can transcribe rapidly and accurately on the typewriter in mailable form.
3. To improve the size and proportion of shorthand characters through a remedial writing approach
4. To develop complete automatization of brief forms
5. To develop the ability to construct new outlines for unfamiliar words
6. To develop the student's ability to write outlines from new matter under the stress of dictation
7. To develop the student's ability to read shorthand meaningfully and fluently
8. To increase the student's business vocabulary
9. To improve the student's ability to spell and punctuate
10. To improve the student's ability to apply rules of grammar correctly in transcription

11. To develop efficient work habits such as handling of notebook, turning pages, dealing with dictator's peculiarities, and accuracy

12. To develop transcription techniques such as proofreading, setting up copy, carrying out implied instructions, and handling problems in taking dictation and transcribing

13. To develop an understanding of the qualifications needed to be a stenographer, and an understanding of the opportunities for advancement

Suggested Content

A. Shorthand Alphabet and Principles
   1. Shorthand Theory
   2. Word-building Principles
   3. Shorthand Alphabet
   4. Geographical Expressions
   5. Brief Forms

B. Transcription Skill
   1. Punctuation
   2. Spelling
   3. Vocabulary Development
      a. Business Vocabulary Builder
      b. Similar-word Drills
      c. Language Studies
      d. Word Chains
      e. Grammar
      f. Typing Style Studies
         (1) Handling Numbers
         (2) Quantities
         (3) Dates
         (4) Addresses
         (5) Time of Day
         (6) Titles of Books and Booklets in Business Letters
         (7) Salutations and Closings
      g. Transcription Quiz
      h. Large Quantities of New-matter Dictation

C. Transcribing Techniques
   1. On-the-Job Problems in Taking Dictation and Transcription
   2. Office-style Dictation
   3. Judgment Placement of Copy
   4. Phrasing on the Job
   5. Model Letters

D. Reading and Writing Practice
  1. Mailable Transcripts
  2. Continuous Review of
    a. Theory
    b. Brief Forms
    c. Phrases
    d. Word Beginnings and Endings
    e. Geographical Expressions

E. Dictation from Persons Other Than the Teacher
  1. Members of the Class
  2. Members of the Faculty
  3. Records, Tapes, etc.

F. Outside Materials
  1. Magazine Articles
  2. Transcription Drills
  3. Letters for Mailable Transcripts
  4. Speed Building Material

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A Knowledge of Filing Rules and Records Systems

Introduction

Filing is one of the most frequently performed office activities. Without this office memory, business could not exist. Because of the increased volume of paperwork passing through business offices and the growing number of records created by data processing, an understanding of filing rules and records systems is vitally important. This unit of instruction is designed to provide the stenographer with a knowledge of the creation, use, maintenance, retention, protection, and disposition of business records.

Suggested Time Allotment

60 Clock Hours

Objectives

1. To develop an understanding of the need for records and ways in which they are created

2. To develop vocational competency in alphabetic filing

3. To develop proficiency in using other common filing systems

4. To develop a workable knowledge of filing procedures

5. To develop a knowledge and understanding of the various kinds of filing equipment and supplies

6. To develop an understanding of the transfer, storage, retention, protection, and disposition of records

7. To develop an understanding of the effects of automation on filing and records systems

Suggested Content

A. Filing and Indexing Rules
   1. Business Names
   2. Individual Names
   3. Schools, Churches, Government Offices
   4. Cross Referencing

B. Alphabetic Card and Correspondence Filing

C. Procedure in Alphabetic Correspondence Filing
   1. Inspection
   2. Coding

    3. Cross Referencing
    4. Sorting
    5. Placing Correspondence in Folders

D. Requisition, Charge, and Follow-up Controls
    1. Requisition Card
    2. Charge Methods
    3. Tickler File
    4. Facsimile Copies

E. Other Filing Systems
    1. Numeric
    2. Geographic
    3. Subject

F. Commercial Systems
    1. Soundex
    2. Varidex
    3. Kardex

G. Establishment and Maintenance of Filing Systems
    1. Records to be Filed
    2. Type of System to Use

H. Card Records and Systems
    1. Vertical
    2. Visible
    3. Rotary

I. Filing Equipment and Supplies
    1. Cabinets, and Open-shelf Files
    2. Rotary Card File
    3. Guides, Folders, and Labels

J. Transfer, Storage, Retention, Protection, and Disposition
    1. Transfer Methods
        a. Perpetual
        b. Periodic
    2. Records Storage
    3. Records Retention
    4. Protection of Records
    5. Disposition of Records

K. Microfilm
    1. When to Use
    2. Reading and Printing
    3. Aperture Cards

L. Automated Systems for Storing and Retrieving Information
    1. Punched Card
    2. Integrated Data Processing
    3. Electronic Data Processing

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Selden, William; Straub, Lura; and Porter, Leonard, Filing and Finding, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1962, 122 pp.

A Knowledge of Mathematical Skills Required for Entry-level Stenographic Positions

Introduction

A knowledge of mathematical skills is required for entry-level stenographic positions. In addition to understanding the fundamental principles and processes of arithmetic, the stenographer needs to be able to apply mathematical skills to practical business problems.

This unit of instruction is designed to develop an appreciation and understanding of how mathematics may be used in the solution of business problems. It is also concerned with helping students develop habits of accuracy and neatness in organizing numerical information into orderly and systematic form.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To provide further training in mathematics with emphasis on business activities

2. To develop an understanding of the mathematics used in solving business problems

3. To develop the ability to complete transactions involving fractions, decimals, percentages, interest rates, and discounts

4. To familiarize the student with methods of determining mark-up, mark-down, rate of return and the figuring of weights and measures

5. To develop proficiency in using short-cut methods of solving problems

6. To develop the habit of checking all solutions for reasonableness of results

Suggested Content

A. Cash Records
    1. Petty Cash Book
    2. Check Record
    3. Payroll

B. Finance
  1. Budgets
  2. Installment Buying and Selling
  3. Personal Finance

C. Purchasing
  1. Determining Unit Price
  2. Invoicing
  3. Billing
  4. Inventories

D. Commissions and Income
  1. Sales Slips
  2. Commissions on Sales

E. Borrowing
  1. Computing Interest
  2. Discounting Notes and Drafts

F. Savings and Investments
  1. Savings Accounts
  2. Stocks
  3. Bonds
  4. Real Estate
  5. Insurance

G. Taxes
  1. Property
  2. Sales
  3. Excise
  4. Social Security
  5. Federal Income Tax

H. Basic Small Business Records
  1. Ledgers
  2. Journals
  3. Balance Sheet
  4. Income Statement

I. Travel and Transportation
  1. Travel Agencies
  2. Shipping
  3. Routing

J. Discounts
  1. Cash
  2. Trade
  3. Retail
  4. Wholesale

K. Weights and Measures
  1. United States Standards
  2. British Standards

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Piper, Edwin B.; Gardner, Randolph S.; and Gruber, Joseph, Applied General Mathematics, South-Western Publishing Company, Cincinnati, 1960, 554 pp.

Rosenberg, R. Robert, and Lewis, Harry, Business Mathematics, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1958, 539 pp.

Tonne, Herbert A.; Popham, Estelle L.; and Freeman, M. Herbert, Methods of Teaching Business Subjects, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 253-271.

A Working Knowledge of Business Machines

Introduction

An understanding of the operation of the various types of business machines is an important body of knowledge needed by the well-trained office worker. In addition to gaining a familiarity with a wide range of business machines, the stenographer should develop enough skill in the operation of the most frequently used ones to perform the stenographic duties in an entry-level position.

Suggested Time Allotment

60 Clock Hours

Objectives

1. To provide a general understanding of a wide range of business machines and to develop initial employment skill on the most frequently and extensively used ones

2. To develop finger dexterity, coordination of eye and hand movements, and a sense of judgment in evaluating the reasonableness of the solution

3. To apply mathematical concepts and short-cut methods to the solution of business problems

Suggested Content

A. Adding Machines
   1. Full Keyboard
   2. Ten Key

B. Rotary Calculators

C. Printing Calculators

D. Key-driven Calculators

E. Voice Transcribers

F. Copiers
   1. Dry Process
   2. Liquid Process

G. Mailing Machines
   1. Preparation
   2. Handling

H. Other Business Machines
    1. Folding
    2. Collator
    3. Binding

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 439-444.

Swanson, Edwin A., "New Media in Teaching Business Machines," New Media in Teaching the Business Subjects, National Business Education Yearbook, National Business Education Association, Washington, 1965, pp. 161-169.

A Thorough Understanding of the Duplicating Processes

Introduction

It is essential that the stenographer thoroughly understand the most common duplicating processes in order to produce clean, clear copies of materials used in the business office. It has become a common practice in many offices to duplicate most of their materials. A thorough understanding of the duplicating processes will enable the stenographer to produce copies with a minimum of time, effort, and expense.

Suggested Time Allotment

30 Clock Hours

Objectives

1. Fluid Process Duplication
    a. To develop proficiency in preparing masters
    b. To develop proficiency in operating the duplicator
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of fluid duplicating machines

2. Ink Process Duplication
    a. To develop proficiency in preparing stencils on the typewriter and on the mimeoscope
    b. To develop proficiency in operating the mimeograph
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of mimeograph machines

3. Offset Process Duplication
    a. To develop proficiency in preparing masters
    b. To acquaint the student with the operation of a simple offset duplicator

Suggested Content

A. Fluid Process Duplication
    1. Preparation of the Master
        a. Layout
        b. Use of the Typewriter
        c. Color Work
        d. Drawing
    2. Proofreading
    3. Corrections
    4. Operation of the Fluid Process Duplicator
    5. Assembly of Duplicated Materials
    6. A Knowledge of Related Fluid Duplicating Machines

B. Ink Process Duplication
    1. Typewriter Adjustments
    2. Stencil Assembly
    3. Preparation of the Stencil
    4. Layout of the Stencil
        a. Manuscript
        b. Postal Card
        c. Four-page Folder (Bulletin Stencil)
        d. Ruled Forms
    5. Use of Styli, Lettering Guides, and Screen Plates
    6. Proofreading
    7. Corrections
    8. Operation of the Mimeograph
        a. Machine Adjustments
        b. Color Work
    9. Assembly of Duplicated Materials
    10. A Knowledge of Related Ink Process Duplicating Machines

C. Offset Process Duplication
    1. Typewriter Adjustments
    2. Layout
    3. Preparation of the Master
        a. Paper
        b. Metal
    4. Proofreading
    5. Corrections
    6. Operation of a Simple Offset Duplicator
        a. Inking
        b. Attach Master and Apply Solution Needed
        c. Inking Master
        d. Transfer of Image to Rubber Blanket
        e. Run Copies
        f. Clean Machine with Solution and Cleaner Sheets

References

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 225-227.

Techniques of Mimeographing, A. B. Dick Company, Chicago, 1958, OP-1--A-12 pp.

Techniques of Offset, A. B. Dick Company, Chicago, 1964, 51 pp.

An Understanding of the Operation of the American Business and Economic System

Introduction

A general understanding of the American business and economic system is necessary for the successful performance of stenographic duties. This unit of instruction is primarily designed to provide a general understanding of the American business and economic system--business, industry, labor, and government. More specifically it is concerned with developing an understanding of the nature of supply and demand, economic growth, government participation in business, and the organization and operation of other economic systems.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an understanding of basic economic principles, problems, and concepts

2. To develop an understanding of prices, profits, and markets

3. To develop an understanding of economic growth

4. To develop an understanding of the role of government in economic activities

5. To develop an understanding of the organization and operation of other economic systems

6. To develop an understanding of the nature of business organization

7. To develop an understanding of the role of labor unions and collective bargaining

8. To develop an understanding of how money and banking needs are satisfied

9. To develop an understanding of income distribution

10. To develop an appreciation of the role of American business in foreign trade

Suggested Content

- A. The Individual and Modern Economics
  - 1. Problems of Scarcity
    - a. Satisfaction of Human Wants
    - b. Using Resources to Satisfy Wants
  - 2. The Need for and Ways of Economizing
    - a. Production of Goods and Services
    - b. Distribution of Goods and Services
    - c. Ways of Economizing
  - 3. The Role of the Individual in Economics
    - a. Saving and Spending of Money
    - b. Employment, Voting, and Taxes
    - c. Capacity of Consumer and Producer
    - d. Personal Decisions

- B. Prices, Profits, and Markets
  - 1. Resources
    - a. Labor Resources
      - (1) Size of Labor Force
      - (2) Participation of Different Groups
      - (3) Levels of Educational Achievement
      - (4) Productivity
    - b. Capital Resources
      - (1) Total and Per Worker Stock of Capital
      - (2) "Real" Net Investment
      - (3) Development and Adoption of New Ideas or Innovations
      - (4) Factors Which Determine Change
    - c. Natural Resources
      - (1) Availability of Natural Resources
      - (2) Changing Technology and Increased Use of Natural Resources
    - d. Entrepreneurship
      - (1) Production and Organization of Goods and Services in Anticipation of Profits
      - (2) Economic, Political, and Social Entrepreneurial Behavior
  - 2. The Competitive Market System
    - a. Production in Anticipation of Profits
    - b. The Nature of Competition in Our Economy
    - c. Pressures of Price Competition in the Product Market

- C. Economic Growth
  - 1. Facts and Factors Underlying Economic Growth
  - 2. Comparison of the Economic Growth of Underdeveloped Countries with That of the United States

D. The Role of Government in Economic Activities
   1. History of Government Concern and Involvement in Economic Activities
   2. Regulatory Activities of Government and Their Effect on Allocation and Distribution of Our Resources
   3. Evaluating the Role of Government in Our Economy
      a. Federal
      b. State
      c. Local

E. Organization and Operation of Other Economic Systems
   1. Fundamental Problems Facing All Economic Systems
   2. Comparison of the Ways in Which the Capitalist and Communist Economic Systems Solve Their Major Economic Problems
   3. Comparison of the Standard of Living Provided by the Different Economic Systems

F. Nature of Business Organization
   1. Various Forms of Business Organization
   2. The Problems of Big Business
   3. Government Regulation

G. The Role of Labor Unions and Collective Bargaining
   1. The Labor Movement, the Relationship Between Labor and Government, and Labor and Management
   2. An Analysis of the Extent to Which Labor Influences Economic Systems

H. The Functions and Character of the Money and Banking Systems
   1. The Performance of the Money and Banking Systems in a Complex Industrial Society
   2. Monetary Supply and the Federal Reserve Banking System

I. Income Distribution
   1. Sources and Types of Income and Their Proportion of the Total
   2. Factors Which Determine Incomes
   3. Effect of Government Action on Income Distribution
   4. Effect of Income Differences

J. The Role of American Business in Foreign Trade
   1. Importance of Foreign Trade
   2. Problems Involved in Making International Payments
   3. Barriers to World Trade
   4. Assistance to Underdeveloped Areas

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Driscoll, Paul, and Lindholm, Richard W., Our American Economy, Harcourt, Brace and World, Inc., New York, 1962, 499 pp.

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Some Concepts Essential to a Basic Understanding of Economics, Monograph No. 110, South-Western Publishing Company, Cinncinnati, 1964, 41 pp.

Suggested Procedures and Resources for a Minimum Course in Economics, Curriculum Development, Series No. 4, Pennsylvania Department of Public Instruction, Harrisburg, 1957, 39 pp.

Toward Better Economic Education, Monograph No. 104, South-Western Publishing Company, Cincinnati, 1961, 15 pp.

Mastery of Grammar, Spelling, and Punctuation

Introduction

The effective use of English contributes to personal, social, and business success. Grammar, spelling, and punctuation are basic tools of communication which are essential for the successful performance of stenographic duties.

The correct use of grammar and punctuation enables the reader to clearly understand the contents of the message. Correct spelling prevents misinterpretations on the part of the reader and eliminates the necessity for deciphering.

The proper use of grammar, spelling, and punctuation enhances the company image whereas the improper use of these basic tools of communication destroys the confidence and good will which the company has built.

This unit of instruction is designed to enable students to develop a mastery of grammar, spelling, and punctuation--not just an appreciation or general understanding of them.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an understanding of the importance of the correct use of grammar, spelling, and punctuation
2. To develop correct English usage and its application to business situations
3. To develop an extensive vocabulary (business and general)
4. To develop the ability to spell correctly
5. To develop the ability to punctuate correctly
6. To develop the habit of checking the proper sources of information when in doubt about the use of grammar, spelling, and punctuation
7. To develop the ability to proofread and to develop an understanding of the cost of grammar, spelling, and punctuation errors to business

Suggested Content

A. Grammar Review
   1. Sentence Structure
   2. Nouns
   3. Pronouns
   4. Verbs
   5. Adjectives
   6. Adverbs
   7. Prepositions
   8. Conjunctions

B. Spelling
   1. Homonyms
   2. Similar Words
   3. Compound Words
   4. Prefixes and Suffixes
   5. Borrowed, Coined, and Recent Words
   6. Hyphenated Words
   7. Emphasis on Commonly Misspelled Words
   8. Geographical Names

C. Punctuation
   1. Period
   2. Comma
   3. Semicolon
   4. Colon
   5. Question Mark
   6. Exclamation Point
   7. Apostrophe
   8. Quotation Marks
   9. Dash
   10. Parentheses
   11. Hyphen

D. Use of Dictionary
   1. Verify Spelling
   2. Pronunciation
   3. Meaning of Words
   4. Word Division
   5. Foreign Words and Phrases
   6. Prominent Persons and Important Places
   7. Correct Abbreviations
   8. Capitalization

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Malsbary, Dean R., Spelling and Word Power, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965, 130 pp.

Stewart, Marie M., and others, Business English and Communications, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1961, 564 pp.

The Ability to Communicate Orally and in Writing

Introduction

The ability to communicate is vitally important in an entry-level stenographic position. The initial contact with a company is through oral or written communication. Good will and improved human relations are developed through effective business communications. The organization of thoughts, an extensive vocabulary, and an understanding of people's reactions are essential for effective oral communication. A working knowledge of written communication, such as letters, memorandums, and reports, is necessary because written communications are the personal representatives of the company.

Suggested Time Allotment

180 Clock Hours

Objectives

1. To develop an appreciation of the importance of oral and written communication

2. To develop the facility for organizing thoughts for oral and written presentation

3. To develop an understanding of the principles necessary for effective communication and to provide the opportunity for practical application of these principles

4. To develop an understanding of how and why people react as they do and how to win a favorable response

5. To provide an opportunity to develop an extensive vocabulary

6. To acquire a knowledge of the mechanics of written communication

7. To develop an understanding and appreciation of the importance of being a good listener

Suggested Content

A. Oral Communication
    1. Organization of Ideas
    2. Vocabulary
        a. Business Terms
        b. Word Usage
    3. The Art of Conversation
    4. Use of the Telephone
    5. Making and Canceling Appointments

6. Introductions
    a. People
    b. Ideas
7. Instructions and Explanations
8. Giving a Talk
    a. Appearance
    b. Poise
    c. Tone of Voice
9. Working with Groups
10. Listening
    a. Conversations
    b. Interviews
    c. Speeches

B. Written Communication
1. Organization of Ideas
    a. Outline
    b. Sentence Structure
    c. Paragraphs
2. Vocabulary
    a. Business Terms
    b. Word Usage
3. Legible Handwriting
4. Messages
    a. While the Employer is Out
    b. Telephone
5. Letters
    a. Acknowledgment
    b. Making and Canceling Appointments
    c. Inquiry
    d. Transmittal
    e. Replies to Invitations
    f. Congratulations, Thanks, and Sympathy
6. Interoffice Memorandums
    a. Within the Office
    b. Among the Branches
7. Instructions and Explanations
8. Short Informational Reports

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Stewart, Marie M., and others, Business English and Communication, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1961, pp. 310-543.

A Knowledge of Bookkeeping Theory, Terminology, and Commonly Used Business Forms and Records

Introduction

A basic knowledge of bookkeeping provides an understanding of the language and problems of business and an insight into the organization and operation of the American business and economic system. A knowledge of bookkeeping also makes the reading and understanding of business and economic information more comprehensible. Stenographers need an understanding of bookkeeping terms, principles, and concepts since they are constantly using them in the performance of their tasks.

This unit of instruction in bookkeeping is designed to give the vocational stenographic student a basic understanding of bookkeeping terminology and commonly used business forms and records. More specifically this unit should be designed to develop an understanding of the different forms of business organization and ownership, commonly used bookkeeping terminology, and the simpler types of records that stenographers are frequently required to keep.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop an understanding of bookkeeping terminology
2. To develop the ability to interpret and analyze business papers and records
3. To develop an understanding of some of the problems and characteristics of a business organization
4. To develop an understanding of the bookkeeping cycle so that the students may see the relationship of each step in the cycle to all the other steps
5. To develop the qualities of neatness, orderliness, thoroughness, and accuracy

Suggested Content

A. Starting a Bookkeeping System
   1. Introduce the Beginning Balance Sheet
   2. Explain Assets
   3. Explain Liabilities
   4. Explain Proprietorship

B. Opening Entry
   1. Recording Beginning Balance Sheet
   2. Explanation of General Journal
   3. Recording of Opening Entry
   4. The Concept of Debits and Credits

C. Posting the Opening Entry
   1. Need for Ledger Accounts
   2. Form of the Account
   3. Chart of Accounts
   4. Posting
   5. Finding Account Balances

D. Determining Debits and Credits
   1. Increase and Decrease of Tranactions
   2. Income Tranactions
   3. Expense Tranactions

E. Journalizing Business Tranactions
   1. Describing Recording Tranactions from Immediate Records
   2. Journalizing
   3. Explanation of Cash Journal
   4. Footing and Ruling Accounts
   5. Proving Cash

F. Posting
   1. Individual Entries
   2. Posting Totals from Journals
   3. Recording Increases and Decreases in Account Balances

G. Proving the Accuracy of Posting
   1. Explanation of Trial Balance
   2. Footing Accounts
   3. Finding and Correcting Errors

H. Six Column Worksheet
   1. Interpreting Trial Balance
   2. Construction and Analysis of Worksheet
   3. Finding Net Income

I. Income Statement and Balance Sheet
   1. Need for Financial Statements
   2. Explanation of Income Statement
   3. Explanation of Balance Sheet
   4. Forms of Balance Sheet

J. Closing the Ledger
   1. Income and Expense Summary Account
   2. Closing Income and Expense Accounts
   3. Closing Income and Expense Summary Account
   4. Closing and Ruling Ledger
   5. Post Closing Trial Balance
   6. Summary of the Bookkeeping Cycle

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Tonne, Herbert A.; Popham, Estelle L.; and Freeman, M. Herbert, Methods of Teaching Business Subjects, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 212-249.

An Understanding of Commonly Used Legal Terminology and Documents

Introduction

An appreciation of commonly used legal terminology and documents is an essential part of the general education of all people in a democratic society. For the stenographic student an understanding of the principles of business law is necessary, since there are many legal terms and documents involved in business transactions.

This unit of instruction is designed to provide stenographic students with a working knowledge of commonly used legal terminology and documents.

Suggested Time Allotment

90 Clock Hours

Objectives

1. To develop a legal vocabulary adequate for entry-level stenographic positions
2. To develop respect for laws and the realization that they exist for the protection of society
3. To develop an understanding of the organization and jurisdiction of the different courts
4. To develop a clear understanding of the legal relationship between business groups
5. To develop an understanding of commonly used legal documents
6. To develop an understanding of the legal rights of the employer and the employee
7. To develop a realization that there are times when a competent legal authority should be consulted

Suggested Content

A. The Nature of Law
    1. What is Meant by Law
    2. How Law Began
    3. Why Law is Needed

B. Responsibilities of Citizenship
    1. Public Law (Statutory)
    2. Private Law
    3. Common Law

C. How the Law Operates (Courts--What They Are and What They Do)
   1. Federal
   2. State
   3. County
   4. Municipal
   5. Special Courts (such as Traffic Courts)
   6. Special Boards and Commissions
   7. Trial Procedures
   8. Settlements Made Out of Court

D. Business Crimes
   1. Unfair Trade Practices
   2. Restraint of Trade
   3. Monopoly
   4. Criminal Intent
   5. Fraud
   6. Forgery
   7. Burglary
   8. Larceny
   9. Robbery
   10. Embezzlement
   11. Bribery
   12. Accepting Stolen Goods
   13. Conspiracy
   14. Arson
   15. Perjury
   16. Contempt of Court

E. Private Rights and Wrongs
   1. Private Property Rights
   2. Unethical Business Practices
   3. Rights of Good Character and Reputation
   4. Negligence
   5. Interference with Contract Rights
   6. Use of Automobiles

F. Contracts
   1. Simple
   2. Formal
   3. Express and Implied
   4. Offer and Acceptance
   5. Competency or Incompetency to Contract
      a. Married Women
      b. Infants
      c. Insane Persons
      d. Drunkards
      e. Spendthrifts
      f. Aliens
      g. Convicts
      h. Corporations
   6. Consideration

    7. Legal Subject Matter
    8. Promises Under Seal
    9. Contracts Requiring Special Form
    10. Transferring Contracts
    11. Performance and Breach
    12. Discharged by Operation of the Law
    13. How to Draw Up a Contract
        (a) Loans
        (b) Installment Buying
    14. Proving an Oral Contract

G. Personal Property
    1. Sale of Personal Property
    2. Assignment of Personal Property
    3. Transfer of Ownership
    4. Tangible Property
    5. Intangible Property

H. Insurance
    1. The Nature of Insurance
    2. Life Insurance
    3. Property Insurance
    4. Types of Insurance Companies
    5. Warranty, Guarantee, Suretyship
    6. Assignment of Insurance Policies

I. Sales
    1. Sales Contracts (written and oral)
    2. Installment Sales
    3. Consignment of Goods
    4. Lease of Goods
    5. Chattel Mortgage
    6. Uniform Sales Act
    7. Bulk Sales Act
    8. Auction Sales
    9. When Ownership Transfers from Seller to Buyer

J. Negotiable Instruments
    1. Checks
    2. Drafts
        a. Time
        b. Sight
    3. Notes
    4. Bonds
    5. Bills of Exchange
    6. Indorsements

K. Contracts of Employment
  1. Rights and Duties of Employer
  2. Rights and Duties of Employee
  3. Legal Regulation of Employment
  4. Social Security and Workmen's Compensation

L. Types of Business Organizations
  1. Sole Proprietorship
  2. Partnership
    a. How Partnerships are Formed and Terminated
    b. Rights and Duties of the Partners
  3. Corporations
    a. The Nature of Corporations
    b. How Corporations are Formed and Terminated
    c. How Corporations Operate
    d. Rights of Stockholders
    e. Powers of a Corporation

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The Ability to Work Effectively with Employees at All Levels

Introduction

No problem today is more urgent than that of establishing effective human relations. In addition to developing stenographic skills to a high level, there is a need to develop the ability to work harmoniously and productively with employees at all levels.

Too little attention is often given to the area of human relations since many people feel that this is an intangible subject and can only be developed by experience and the use of common sense.

This unit of instruction is designed to provide the students with an understanding of the importance of effective human relations and to develop those human relations skills required for entry-level stenographic positions.

Suggested Time Allotment

30 Clock Hours

Objectives

1. To understand the meaning and importance of human relations to business success
2. To understand the relationship of the worker to his employer, to his fellow workers, and to all other persons contacted through his employment
3. To develop an interest in others and to tolerate opinions of others
4. To understand the importance of sincerity in all dealings with business associates
5. To develop a positive attitude toward work to be completed
6. To develop respect for company rules and policies
7. To develop the habit of expressing appreciation to others
8. To develop self-confidence
9. To develop the ability to accept suggestions for improvement from fellow workers

Suggested Content

A. Understanding Human Relations
    1. Attitudes
    2. Behavior
    3. Basic Needs
        a. Sustaining Life
        b. Physical Needs
        c. Love
        d. Esteem
        e. Self-realization
    4. Social Demands and Pressures

B. Development of Effective Human Relations
    1. Friendliness
    2. Self-esteem
    3. Prestige
    4. Pride
    5. Self-regard
    6. Praise
    7. Positive Attitude
    8. Happiness
    9. Close Friends of Both Sexes
    10. Punctuality

C. Relationship of Employee to People and Work
    1. Greeting People Pleasantly
    2. Remembering Names and Association of Faces
    3. Listening to What Others Have to Say
    4. Showing Appreciation to Others
    5. Using Suggestions Rather Than Demands
    6. Tolerating Opinions of Others
    7. Being Sincere in Dealings with Others

D. Job Efficiency
    1. Confidence
    2. Self-encouragement
    3. Initiative with Judgment
    4. Constructive Inventiveness
    5. Respect for Company Rules and Policies
    6. Memory and Concentration

E. Emotional Control
    1. Tension
    2. Composure
    3. Open-mindedness
    4. Mature Attitudes
        a. Accepting Criticism
        b. Admitting Shortcomings
        c. Taking Orders
        d. Accepting Unpleasant Tasks
        e. Avoiding Self-pity

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The Ability to Adapt to Changing Work Situations

Introduction

It is difficult for even the most modern school to keep abreast of the changes and inventions in business. Occupational changes may result from automation, economic conditions, legislation, or reorganization of business enterprises.

Because of the wide range of entry-level stenographic positions, the stenographic program is designed to provide students with the most commonly and frequently used stenographic knowledges, skills, and competencies.

Since it is difficult to prepare students for the different kinds of tasks which will be encountered in entry-level positions, it is essential that they develop the ability to adapt to changing work situations.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To develop an awareness of the inevitability of change in stenographic duties

2. To develop an understanding of the effect of changes in stenographic duties on the business organization

3. To develop the ability to adapt to changing work situations

Suggested Content

A. Inevitability of Change in Stenographic Duties
    1. Educational Revolution
    2. Population Increase
    3. Knowledge Explosion

B. Effect of Changes in Stenographic Duties on the Business Organization
    1. Automation
    2. Reorganization of Job Classifications
    3. Social Responsibility of the Business Organization

C. Adapting to Changing Work Situations
    1. Business Principles and Concepts
    2. Relationship of Positions Within the Business Organization
    3. Individual Acceptance and Understanding of Changes in Job Assignments

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An Understanding of the Importance of Responsibility and Dependability in the Business Office

Introduction

Responsibility and dependability are often mentioned as two of the most desirable personal qualities that stenographic workers should possess. Businessmen frequently complain that beginning workers do not possess these personal qualities and that business organizations suffer as a result.

While these desirable personal traits of responsibility and dependability can and should be taught in connection with subject matter content, this unit of instruction is specifically designed to provide the student with a deeper appreciation and understanding of the importance of these qualities in the performance of stenographic duties.

Suggested Time Allotment

20 Clock Hours

Objectives

1. To develop an understanding of the importance of thoroughness
2. To develop the habit of checking all work for accuracy
3. To develop the habit of working without constant supervision
4. To develop the habit of performing tasks that do not seem to be the responsibility of any particular employee
5. To develop the courage to admit errors and take responsibility for them

Suggested Content

A. Thoroughness
   1. Understanding of Problem or Job
   2. Proper Planning
   3. Completion of Problem or Task
   4. Follow-up of Results

B. Checking Work for Accuracy
   1. Importance of Checking for Accuracy
   2. Common Stenographic Errors
   3. Stenographic References and Manuals

C. Working Independently
    1. Understanding Instructions
    2. Organization of Work
    3. Work Without Assistance
    4. Use Sound Logic and Reasoning

D. Responsibility for Unassigned Tasks
    1. Initiative
    2. Resourcefulness
    3. Reliability

E. Responsibility for Unsuccessful Performance
    1. Admission of Errors
    2. Acceptance of Responsibility for Errors
    3. Corrective Action

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An Understanding of Proper Personal Conduct for the Business Office

Introduction

An office worker's success is largely determined by the presence or absence of desirable personal qualities. It has been found in a number of surveys that more beginning office workers lose their jobs because of poor personal qualities and traits than because of lack of basic business skills. Because of the important role which desirable personal qualities play in the successful performance of office jobs, it is necessary for students to understand and develop these qualities.

While the development of desirable personal qualities and traits is the responsibility of all teachers, experience has proved that some of the desirable qualities and traits are not emphasized to the point where students actually develop them; therefore, this unit of instruction is suggested to make certain that vocational stenographic students are made aware of desirable personal qualities and given an opportunity to develop them.

Suggested Time Allotment

20 Clock Hours

Objectives

1. To encourage the improvement of personality traits through self-analysis
2. To develop an understanding of the importance of human relations for business success
3. To develop an awareness of the necessity for being loyal, tactful, pleasant, and honest
4. To develop an awareness of the necessity for good relationships with the employer and fellow workers through courteous behavior and discretion
5. To develop a personality that will contribute to business success

Suggested Content

- A. Courtesy
    - 1. Politeness and Respectfulness
    - 2. Business-like Manner
    - 3. Consideration for the Feelings of Others
    - 4. Pleasant, Appropriate Language

- B. Tact
    - 1. Does and Says the Right Thing
    - 2. Avoids Being Abrupt

- C. Discretion
    - 1. Diplomacy in Dealings With Others
    - 2. Foresight
    - 3. Cautious Conduct
    - 4. Fair Judgment of Others

- D. Poise
    - 1. Self-assuredness
    - 2. Not Timid, Shy or Aggressive
    - 3. Not too Much Introspection

- E. Honesty
    - 1. Sense of Values
    - 2. Distinction Between Right and Wrong
    - 3. Straightforwardness and Fairness of Conduct and Speech
    - 4. Integrity and Truthfulness

- F. Confidence
    - 1. Trustworthiness
    - 2. Sincerity

- G. Loyalty
    - 1. Works Faithfully
    - 2. Dependable in Actions
    - 3. Avoids Unwarranted Criticism

- H. Judgment
    - 1. Common Sense
    - 2. Discretion

- I. Pleasantness
    - 1. Works Harmoniously
    - 2. Avoids Showing Hostility Toward Others

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A Knowledge of Proper Grooming and Attire for the Business Office

Introduction

In order to be successful in the business office, effective personal appearance is of basic importance. Proper grooming and attire create an "image" of the employee's personal habits, attitudes, and goals. Good health and cleanliness are essentials for good grooming. Clothing which is conservative, comfortable, and simple in style is recommended for the business office. In addition to selecting a wardrobe suitable for the occasion, the stenographer's posture while sitting, standing, or walking can affect her whole appearance. Good posture helps develop a feeling of poise and self-confidence. This unit of instruction is designed to provide students with a knowledge of proper grooming and attire for the business office.

Suggested Time Allotment

20 Clock Hours

Objectives

1. To develop an understanding of appropriate personal appearance
2. To develop an understanding of the need for proper grooming
3. To develop an understanding of proper selection and care of clothing
4. To develop an understanding of the necessity for good health and cleanliness
5. To develop an understanding of poise and self-confidence
6. To develop an appreciation of the importance of good posture

Suggested Content

A. Attire
    1. Dress (From Head to Toe)
        a. Selection
        b. Comfort (Good Fit)
        c. Suitability
        d. Color
        e. Style
    2. Accessories
        a. Millinery
        b. Gloves
        c. Handbags
        d. Jewelry

- 3. Care
    - a. Everyday Laundering
    - b. Dry Cleaning
- 4. Foundation Garments
    - a. Selection
    - b. Care

B. Grooming
- 1. Hair
    - a. Care
    - b. Style
    - c. Wig
- 2. Face
    - a. Care
    - b. Makeup
        - (1) Selection
        - (2) Application
- 3. Mouth and Teeth
    - a. Everyday Care
    - b. Dental Checkup
- 4. Hands
- 5. Feet and Legs

C. Health
- 1. Cleanliness
    - a. Daily Shower
    - b. Deodorant
- 2. Diet
- 3. Exercise and Relaxation
- 4. Sleep
- 5. Mental Health
    - a. Religion
    - b. Cultural Interests
- 6. Regular Physical and Dental Checkups

D. Posture
- 1. Attractive Appearance
- 2. Endurance (Avoid Fatigue)
- 3. Self-confidence

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An Understanding of the Importance of Taking the Initiative, Exhibiting Interest in the Work and the Company, and Being Efficient and Resourceful

Introduction

Because of the competitive nature of American business and because of the pressures on administrative personnel, there is a tremendous need for office workers who are able to visualize the work that needs to be done and who will take the necessary steps to complete it.

With the introduction of automation in the business office, there is a need for stenographers who are highly efficient and who are able to visualize various approaches and methods for solving office problems.

This unit of instruction is primarily designed to provide the student with an understanding of the importance of taking the initiative, exhibiting interest in the work and in the company, and being efficient and resourceful in the performance of stenographic duties.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To develop an appreciation of the importance of taking the initiative in performing stenographic duties
2. To develop an understanding of the importance of exhibiting interest in the work and the company
3. To develop a realization of the necessity for efficiency in the performance of stenographic duties
4. To develop an understanding of the importance of being resourceful in the performance of stenographic duties

Suggested Content

A. Initiative
   1. The Need for Taking the Initiative
   2. Visualizing the Work to be Done
   3. Completing the Job

B. Exhibiting Interest in the Work and the Company
    1. The Necessity for Showing Interest in the Work and the Company
    2. Ways of Exhibiting Interest in the Work and the Company
    3. Outcomes of Exhibiting Interest in the Work and the Company

C. Efficiency
    1. Understanding the Nature of Efficiency
    2. Development of Efficient Routines and Systems
    3. Tangible Results of Efficiency

D. Resourcefulness
    1. Understanding the Nature of Resourcefulness
    2. Development of Resourcefulness
    3. Outcomes of Resourcefulness

An Awareness of the Importance of Self-improvement and the Necessity for Upgrading Stenographic Knowledges, Skills, and Competencies

Introduction

Because of the changing nature of stenographic duties and the constant upgrading of the level of education required for the performance of those duties, it is essential that stenographic students understand the importance of self-improvement and the necessity for the continuous upgrading of their stenographic knowledges, skills, and competencies.

Suggested Time Allotment

10 Clock Hours

Objectives

1. To develop an understanding of the importance of constant self-improvement

2. To develop an awareness of the necessity for upgrading stenographic knowledges, skills, and competencies

Suggested Content

A. Self-improvement
   1. Understanding of Self-improvement
   2. Need for Self-improvement
   3. Keeping Abreast of Changes in Stenographic Areas

B. Upgrading Stenographic Knowledges, Skills, and Competencies
   1. The Need for Upgrading Stenographic Knowledges, Skills, and Competencies
   2. Methods of Upgrading Stenographic Knowledges, Skills, and Competencies
      a. Night School
      b. Company Improvement Programs
      c. Professional Meetings and Organizations
      d. Independent Study

C. Benefits from Upgrading Stenographic Knowledges, Skills, and Competencies
   1. Advancements and Promotions
   2. Higher Salaries
   3. Job Security

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